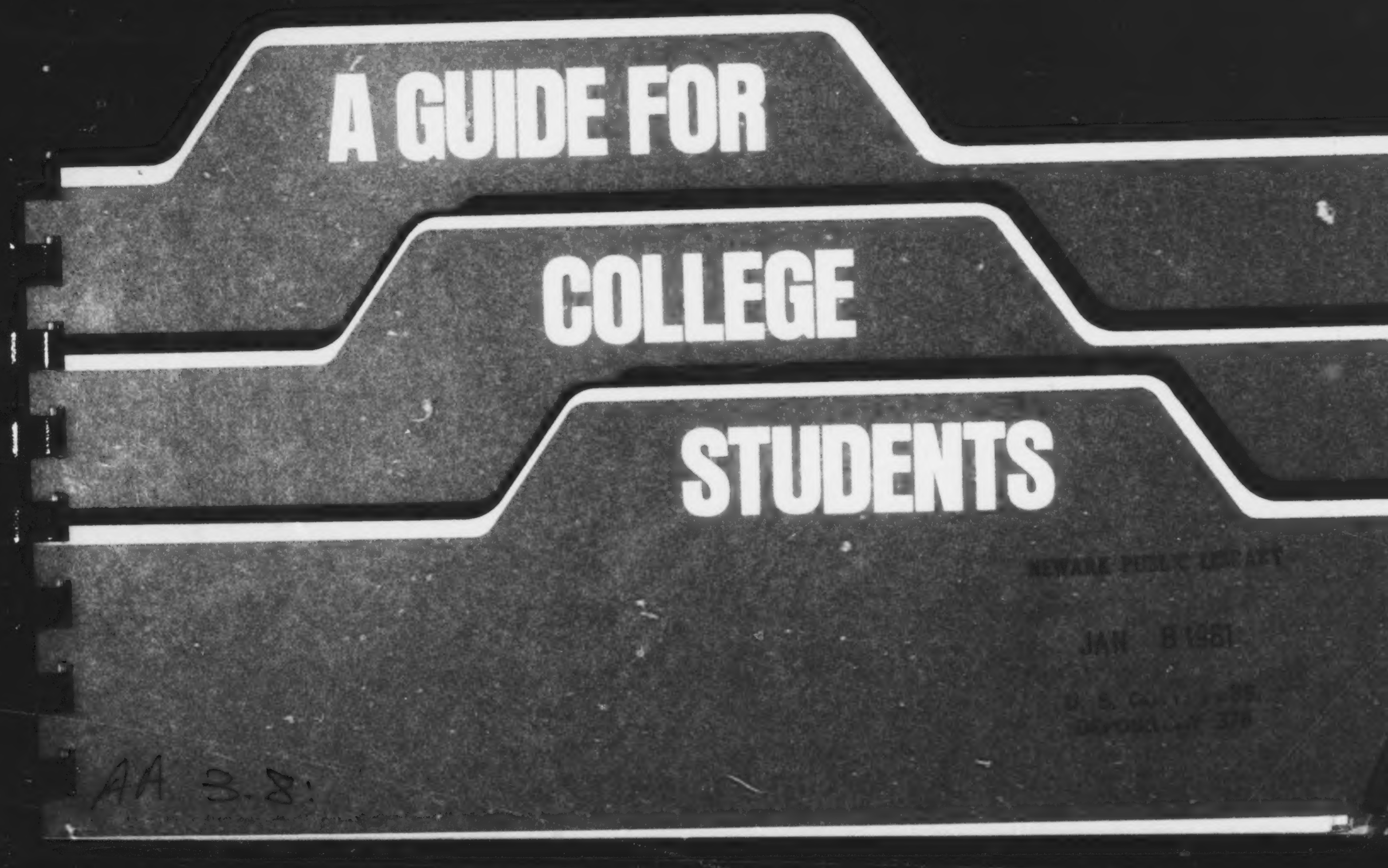
National
Center
for Service-
Learning

Service-Learning:



A GUIDE FOR COLLEGE STUDENTS

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SERVICE-LEARNING
A GUIDE FOR COLLEGE STUDENTS

WHAT IS SERVICE-LEARNING?

CLARIFY YOUR INTERESTS

DETERMINE WHAT'S AVAILABLE

SELECT A PLACEMENT

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Preface

It is impossible to acknowledge all the many contributors to this guide, but a number of people deserve special recognition. Their willingness to share materials, insights and experiences has been gratifying, and the excellence of their work has made this project a significant learning experience for those involved.

Staff of the Education and Work Program of the Northwest Regional Educational Laboratory, Portland, Oregon, were responsible for the design and development of the guide.

Special acknowledgment is due the following persons who reviewed the guide in draft form and contributed numerous helpful ideas: Nancy Belowich, Pamela Cranston, Andy Gordon, Rich Ungerer and Nancy Zahler.

A complete listing of institutions contributing information to the development of the guide is contained in the Acknowledgments at the end of the Appendix.

One further note: You will see occasional references in the guide to the National Student Volunteer Program (NSVP). The name has been changed to the National Center for Service-Learning (NCSL). Materials and services formerly available through NSVP are now available through NCSL:

ACTION/NCSL
806 Connecticut Avenue, NW
Washington, D.C. 20525
Toll free: 1-800-424-8580, extension 89

INTRODUCTION

Purpose of This Guide and How to Use It

Service-Learning: A Guide for College Students is for students interested in committing time to community service work as part of their education:

- You may be a community volunteer or an intern.
- You may be pursuing an independent study project, gaining field experience for a given course, or planning a practicum for your major.
- You may be involved in a cooperative education or work-study program or simply seeking some experience related to your chosen career.

Whatever the procedures on your campus or in your coursework for volunteering or acquiring field experience, this guide can help you make it a service-learning experience. What's unique about service-learning – and what this handbook is all about – is how to focus field experience on **service** – on meeting an identified human need in the community and working to improve the quality of life.

Learning is the other side of service-learning – and this handbook is intended to help you plan what you want to learn from each field experience, both personally and in relation to your studies.

Using the Guide

Service-Learning: A Guide for College Students has been written as a desk reference with tabbed dividers and an index to help you find what you need, when you need it. It is based on the collective wisdom of more than 80 college programs involving many hundreds of volunteers in states across the country. It is a source of information on the process of service-learning, with examples that show you what others have found useful.

Don't be put off by its length. Service-learning is *not* a complicated process. The only reason you see so many pages in front of you is that we've been comprehensive in assembling information you may need at different times and in different stages of planning and carrying out service-learning. Here's how the guide is organized:

- *If the notion of volunteering or field work is new to you,* Chapter I provides background on the concept of service and the meaning of service-learning. Chapter II will help you clarify your own needs, interests and skills in relation to service projects. It also suggests resources for locating placements and faculty support. The rest of the guide outlines procedures for carrying out service-learning experiences.
- *If you are already involved in a service activity,* Chapters III and IV can help you derive maximum learning from it. These chapters suggest ways to clarify what you want to learn from the experience, check on the quality of service you're providing, reflect on what you're learning, and merge what you're learning with your on-campus studies.
- *If you'd like to launch your own service project,* Chapter V can save you some headaches. It suggests steps for designing and managing a project, including the all-important first step of assessing community needs. And you can use the earlier chapters as guidelines for bringing other students into your project as service-learners.

The Appendix contains resources for further reading and examples of service-learning projects relating to various fields of study.

Each campus has its own procedures for providing volunteer or service-learning experiences for students – its own forms and guidelines. Consequently, this manual is not intended to be an individual workbook for students, although sample forms for procedures such as developing a service-learning agreement *are* illustrated in the text, with blank forms in the Appendix for copying and personal use.

Use the guide as it works best for you – as a supplement to your own college's workbook or as a help in setting up your own procedures. Your situation and needs are unique and we hope the guide can serve as a useful companion as you venture into service-learning.

WHAT IS SERVICE-LEARNING?
CLARIFY YOUR INTERESTS
DETERMINE WHAT'S AVAILABLE
SELECT A PLACEMENT

Context for Reading the Guide

This guide assumes that you will be involved in your community under the sponsorship of one or more faculty members or other staff at your institution. The term **faculty advisor** will be used to refer generally to anyone on the staff of your college or university (professor, instructor, counselor, administrator or service-learning coordinator) who is responsible for helping you set up a service-learning experience, who advises you during the experience and who helps you assess what you've learned.

Faculty advisors should be familiar with this manual. They should also know that there are companion materials available from NCSL, including *The Service-Learning Educator: A Guide to Program Management.*

You may also be working closely with some member of a community agency or advocacy group who will function as your supervisor during service activities. The term **supervisor** will be used in this guide to refer generally to anyone in the community who is helping to monitor and assess your work and your learning.

Persons in the community benefitting from your service will be referred to as **clients**, **persons receiving service** or **service recipients**. We recognize that these are not perfect terms; for one thing, they do not make readily apparent a key concept of effective service - empowering people to have control over their own lives. And that's what service is really all about - enabling people to take action to meet their own needs.

Terms like **placement**, **project involvement**, **community activity** and **service activity** will be used to represent service-learning experiences.

What Lies Ahead

The concept of service-learning is becoming increasingly familiar in communities and schools across the country. Advocates include educators who place high value on learning by doing and committed volunteers who believe everyone has a role to play in meeting the social needs of our communities. Service-learning is actively promoted by the National Center for Service-Learning (NCSL),* part of ACTION, the federal agency responsible for a range of service activities, including the Peace Corps, VISTA and the University Year for Action. More than three-quarters of a million students are currently engaged in community service activities sponsored by their colleges and high schools. NCSL assists these programs through research, training and information materials such as this guide.

Welcome, then, to a growing number of individuals who recognize that voluntary service activities are an essential part of the life and health of our society. NCSL hopes this guide will help you add an important dimension not only to your college days but to your life.

> *The great aim of education is not knowledge but action.*
>
> *—Herbert Spencer*

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* Formerly National Student Volunteer Program (NSVP). Readers will note some references to NSVP in footnotes and bibliographies.

WHAT IS
SERVICE-LEARNING?

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CHAPTER I
What Is Service-Learning?

Introduction

> *When the idea of service is put into action, it changes the nature of education. Education becomes an integral part of living, not just a preparation for life. It becomes a lifelong joy in the discovery of yourself and your relation to the world. It is realizing that every person and institution is vulnerable to the forces around them. Thus the need for involvement, for caring.*
>
> *—Gay Boyer*
> *"Razing the Grad School Ghetto"*

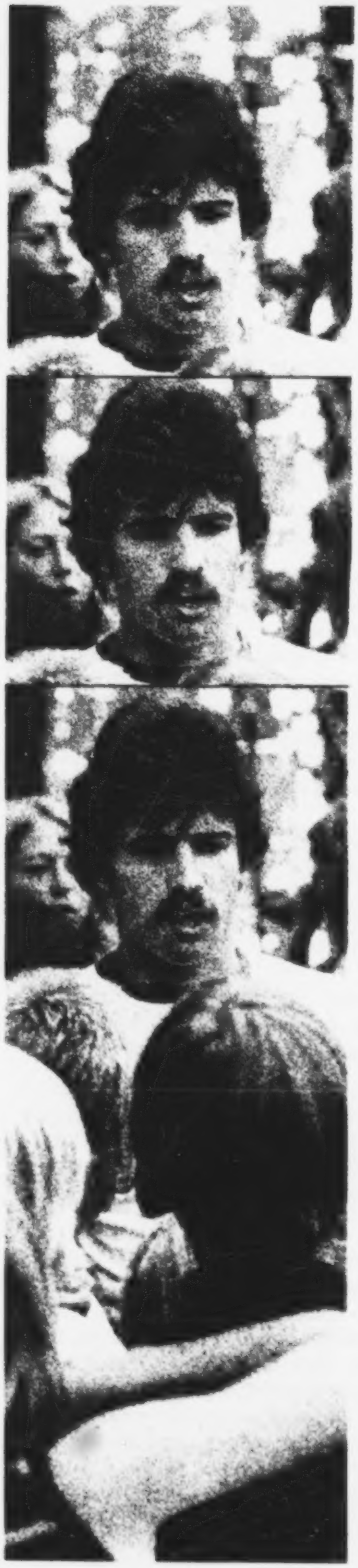
Service: Pathway to Social Action

Every community has hundreds of human, social and environmental needs to which you can contribute your energies and creativity. Here are some examples of what students are doing:

- organizing consumer action groups
- serving as companions and advocates at halfway houses for the mentally ill
- renovating, weatherizing and repairing homes
- organizing food service for home-bound citizens
- planning and conducting health screening and special clinics for nutrition, dental care and immunizations
- tutoring for children and adults with special needs
- directing and planning recreation projects in low income areas
- visiting elderly living on their own
- assisting in day care centers and free clinics
- testing for control of water quality
- helping people in crisis on telephone hot lines
- assisting with tax reporting, Social Security and legal questions
- canvassing for energy conservation
- organizing task forces of handicapped people to develop access plans for public buildings

The list could go on and on. For every college major, in fact, and every personal interest, you can find a related human need and a service to provide. The key is to get to know the needs of the community and then see how your skills, interests and motivations can help meet those needs.

The ideal of public service is a strong force in America, but it has undergone some changes over the years. Victorians believed it their duty to help the poor and unprotected achieve some measure of comfort within the safe confines of existing institutions. Those giving service rarely questioned the merit or value of these institutions, so their efforts tended to maintain the status quo. Today's concept of public service is no longer based on the acceptance of injustice and suffering as facts of life. The person of conscience now insists that injustice and suffering must be eliminated, not just alleviated or hidden.



The belief that injustice and suffering must be eradicated from our society leads to many forms of social action. These forms may be viewed as a continuum in which the points of reference are **direct service** and **advocacy for change**. The difference between direct service and advocacy is the distinction between working within existing institutions versus working to alter the basic structure of those institutions. For example, in the area of economic development, *a direct service-oriented project* might help small businesses stabilize and expand their enterprises, thereby creating jobs. *An advocacy-oriented project* might seek to create new ways of alleviating a community's economic problems, as in the establishment of nonprofit ventures like food or housing cooperatives.

Direct service and change-oriented social action are equally valid ways of dealing with community needs, and you may often find yourself deciding which strategies are most appropriate to given situations. The two kinds of service are not mutually exclusive. For example, in dealing with physically disabled persons, much direct service is needed (physical therapy, companionship, tutoring, home care and so forth). The larger issue, however, is changing the physical environment so the disabled can become more independent. So, while direct service is necessary and ongoing, community action can also be underway to address the larger issue of access and mobility within the community.

Direct service activities can often lead to change-oriented activities, too. For example, student volunteers tutoring in a migrant labor camp may discover violations of housing and sanitation codes, or inequities in social service procedures. A project might then be organized to work with the migrants to identify the roots of such problems and develop strategies to solve them.

A word of caution: Volunteers too often hope they can make massive changes in the systems through which they are working. Certainly change can happen, but it usually involves a long, slow process. All you may be able to do during your involvement in a given project is set some wheels in motion; the end results may occur when you are no longer around to see them. Very few long-term structural changes in organizations or systems happen in less than a year. And the final results may look much different than the goals originally envisioned. Changes *will* occur, however, if you bring to your assignment your time and talents, awareness that the client's needs, not yours, should determine service objectives, and a sensitivity to and understanding of the client's emotional needs.

Service-Learning: A Vital Link

Service-learning is the deliberate linking of community development and personal development. As projects yield useful results for the persons receiving service, they also yield useful results for you. There's a lot of learning to be derived from service experience – about other people, about organizations and how they work, about yourself.

Students in service-learning say they learn how to take action and to be more assertive about their own interests and goals. They make personal discoveries about themselves internally and in relation to others. Many students report highly significant attitude changes as a result of the cross-cultural aspects of their experiences – seeing how others live and the problems they face.

Service-learning helps individuals become more skillful in teaching themselves, setting goals, managing time, relating to people, and analyzing how institutions function and affect people's lives. Students learn how to deal with supervisors, co-workers and clients. They gain experience in dealing with uncertainty, success and failure. They learn to cope with pressures and frustrations in the workplace.

The passage of time helps people identify what they have learned, as well as cherish their experiences. As one study of students in service-learning reported:

> *. . . the real significance of service-learning experiences seemed to come when the internship was seen as part of a whole relationship of events and directions. As a flower unfolds in time, so the experiences compared with old and new ones begin to have their meaning.*[1]

Service-learning projects must be designed to serve two sets of needs: the community's and yours. If they were designed exclusively for their educational value, they would merely be a replacement for the classroom, and run the risk of exploiting the community. On the other hand, if service-learning projects were designed exclusively for service, this would remove them from the context of learning and diminish their power to help you make connections between what you're learning in the classroom and actions required in real situations.

An important aspect of service-learning is that residents of a community be allowed to define their own service needs and students be allowed to define their own learning needs. The rest of this guide, from Chapter II on, is devoted to suggesting procedures to allow both of these things to happen.

Commonly Asked Questions

Q What makes service-learning unique?

A Ask the following two questions about a field experience:

1. Is the activity focused on meeting a basic human need in the community? A need that has to do with the well-being of individuals and of the environment in which they live?
2. Have you identified in advance some specific things to be learned from the activity? Are you keeping track of that learning in some way and reflecting on what is being learned?

If the answer is "yes" to *both* of these questions, then the experience is service-learning.

In some ways, service experience may resemble traditional cooperative education or work-study. It may or may not involve pay. It can be part of a course of study, carried out as an independent study project or carried out in addition to your academic program. It may involve elements of career exploration. But above all, it will be an experience designed to help individuals in the community acquire needed human services.

Q Why do students want to participate in service-learning?

A Students may participate in service-learning for one or more of the following reasons:

- *Citizenship* – to become actively involved in bringing about social change or enriching the community.
- *Vocational interest* – to gain practical experience related to a chosen career field or to explore career possibilities.
- *Caring and helping* – to experience the fulfillment that comes from helping others and feeling useful.
- *For the experience* – to maintain contact with the world outside the campus and to have interesting experiences.
- *For a course requirement* – to fulfill a mandatory field experience or internship specified by a professor.

None of these reasons is "better" than another; all are equally valid.

Q Can academic credit be given for service-learning?

A Certainly. Although campuses may differ in the arrangements they have for providing such credit, most campuses already have options for field experience, special study or individual work. Some programs of study or individual courses have field experience requirements, or the field experience may count as an elective. You may find course numbers for internships, field experience or independent study within different academic departments. There may also be courses in your catalog under such titles as independent study, experiential education or even service-learning. The critical factor about credit for service-learning is finding a faculty advisor with whom you can negotiate a learning agreement. That agreement will list what you want to learn through the experience, how your objectives will be achieved and how the experience will be evaluated (see Chapter III).

Credit is not usually given for the experience alone but for your *demonstration of knowledge* acquired through the experience. Typically, a field experience of 10 hours a week for a term or a semester receives three credits – or four if the experience also involves a seminar for reflection, reading, and followup. The amount of credit to be earned is negotiated during preparation of the learning agreement.

Q Do I need some coursework before getting into service-learning?

A Some advisors suggest that students concentrate on required courses during their freshman year and look into service-learning possibilities from the sophomore year on. While it is true that the introductory courses can give you good theoretical background for service-learning, it is also true that freshmen may bring a lot of enthusiasm to service-learning and want to dive right in. If you are a freshman and feel strongly about arranging a service-learning activity for yourself, look into the possibilities. You will need to articulate your interests (the assessments in Chapter II should help) and learning objectives (see Chapter III). You may find that service-learning with a research focus can be worked into introductory courses.

Q How do professors feel about service-learning?

A Many professors will not be familiar with the term "service-learning" so be ready to explain that you're talking about a field experience that combines community service with specific learning objectives. You may find professors who have trouble seeing how service is related to their field of knowledge. Take a look at Appendix B in this guide for service possibilities related to a wide range of academic subjects. You may want to discuss these with your professor.

The skills needed to tackle human problems are often those of the generalist, whereas your professor may be concerned primarily with specialist skills – those related to a specific subject area. Nevertheless, if you are clear in your own mind about why you would like to develop a service-learning activity, by all means pursue it with your professors. See if it can be related to one of the subjects you are taking – or do some advance planning for a future term. (Chapter II provides more information on contacting campus people who can help you plan service-learning.)

Q Who stands to gain the most? The community? The campus? Or me?

A All three of you gain in important ways; no one in service-learning should profit at the expense of others. That's why planning in advance for the service-learning experience is so important.

For the community, service-learning provides human resources to meet crucial needs. Students bring special skills to the service and an infusion of new ideas. The community benefits in a very direct way from having the college or university nearby. Service-learning extends the teaching, learning and research functions of the campus into a service response in the community, thus promoting a sense of cooperation among institutions and individuals.

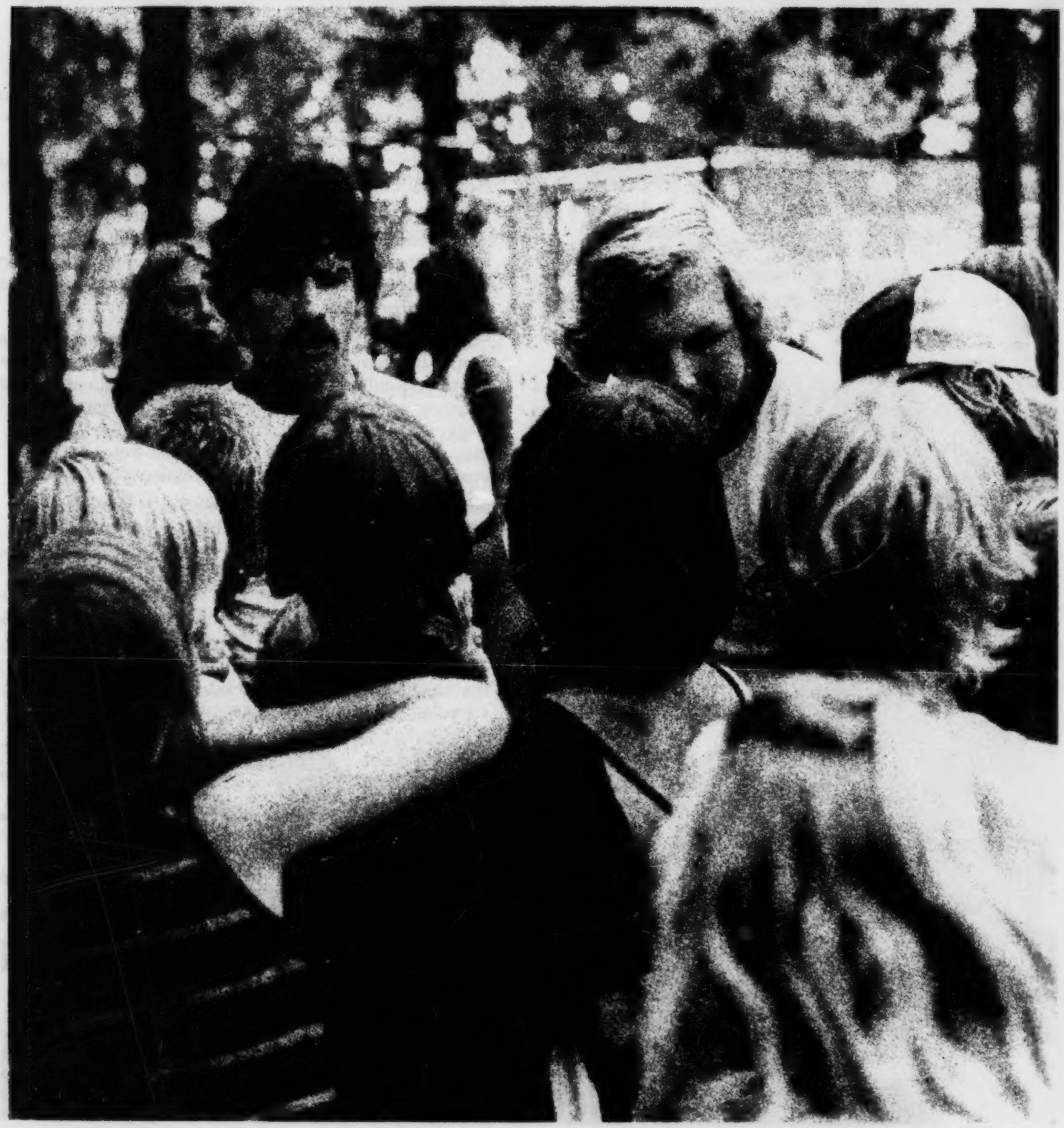
For the college or university, service-learning gives the institution an active role in helping to alleviate the problems of the community in which it is located. It also gives the college a means for keeping curriculum, teaching and research relevant to the needs of present-day society.

For you, service-learning is a valuable life experience that cannot be provided in the classroom. It is an opportunity for responsibility, self-discovery and commitment. And it enhances education with the dimension of concrete experience. It also provides practical work experience, which may or may not influence career choice but serves a useful "sorting" function as you examine alternatives.

Service-learning will be seen differently from different vantage points: you may see a balance between service and learning, your professor or faculty advisory may also see this balance but be concerned mostly with the learning, the community agency may be aware of the balance but be concerned mostly with the service, and the people being served may see only the service. As a service-learner, you can provide a valuable bridge between all the various participants – sharing your complete experience with faculty advisor, agency supervisor and client.

Endnotes

[1] Heather Hoose, *Service-learning internships: A look at the influences of service-learning internships on 56 students* (Raleigh, NC: North Carolina Internship Office, March 1974).



DEVELOP A SERVICE-LEARNING AGREEMENT

CLARIFY YOUR INTERESTS

DETERMINE WHAT'S AVAILABLE

SELECT A PLACEMENT

CHAPTER II

Determining What You Want and Where to Volunteer

> *I am only one, but I am one. I cannot do everything, but I can do something. And I will not let what I cannot do interfere with what I can do.*
>
> *—Edward Everett Hale*

Introduction

This chapter will help you examine your aptitudes, skills and interests; relate these to service-learning settings; and identify the kinds of community projects you'd be interested in. It also suggests how to find information on service opportunities in your locale. The purpose of the chapter is to help you define your interests in service-learning and be prepared to discuss these interests with campus and service agency representatives.

The chapter has two sections:

1. Self-Assessments to Get You Started
2. Determining What's Available

Self-Assessments to Get You Started

Before you decide where to volunteer your time, consider why you are interested in community service, what you can bring to that service and the kinds of placements that would work best for you. Your campus may have a workbook for helping you do this. Or you might develop some self-assessment procedures on your own. Included here are some of the important questions to ask yourself. As you answer them, you might summarize what you're discovering on the form we've provided at the back of the book. (See "Self-Assessment for Service-Learning" under the Reproducible Forms section.)

1. What are your motives?

Why do you want to be involved in a service project? Think in personal terms and be honest with yourself. Once you start contacting campus and community resources to see what kinds of involvement are possible, you will be asked time and again, "Why do you want to do this?" and "What are you interested in doing?" A little thought now will help you answer these questions clearly.

The following list may help you start to think about this. How many motives apply to you?[1]

1. To help people make a change in their lives.
2. To learn more about a career that interests me.
3. To learn skills related to my career plans.
4. To get off campus during the day.
5. To help other people.
6. To gain experience for my résumé.
7. To meet new people.
8. To try out what I've learned in the classroom.
9. To make good use of some extra time.
10. To try to improve the community I live in.
11. To explore something completely different from my major.
12. To get involved in the community.
13. To learn more about myself.
14. To fulfill a course requirement.
15. To work on some serious social issues.
16. To learn something new.
17. To do something that makes me feel needed.
18. To learn specific skills (list these).
19. Other reasons (list these).

You may have more personal reasons for engaging in service-learning than altruistic ones. That's okay. There is nothing wrong with being clear on your self-interests, but service-learning does call for a social responsibility too. Service-learning should be a balance between what the experience can do for you and what it can provide to those in the community.

Identifying your motives for wanting a service experience will guide you to an understanding of what you want to provide *and* what you want to learn. This understanding will help you place yourself in a situation that will be mutually satisfying to those you work with and to yourself.

2. What settings suit you most?

a Some aspects of service may appeal more to you than others, and for different reasons. Below are examples of various service situations.[3] As you read through this list, ask yourself the following questions:

- Which of these would I most like to be *involved* in?
- Which of these situations would I be most *comfortable* in?
- Which of these would be most *challenging*?

This list, by no means representing all the service relationships that are possible, can help you begin to focus your choices. Perhaps the settings that would be most challenging to you are the ones you should seek. Or, if you don't feel ready for those yet, go for those in which you would feel most comfortable.

EXAMPLES OF SERVICE SITUATIONS

1. **Providing service to others directly.**

Being involved in a face-to-face relationship; often involves committing service to one individual. Serving as big brother/sister, probation case worker, tutor, therapist.

2. **Providing service to others indirectly.**

Working behind the scenes, helping others get help, organizing assistance for others, such as a bloodmobile. Serving within an agency, coordinating a service project, lobbying for legislation, researching and reporting on an issue.

3. **Assisting in a group activity.**

Helping to carry out a planned activity. Serving as teacher aide or member of an energy conservation canvass, delivering hot meals to home-bound.

4. **Assuming leadership of a group activity.**

Helping to plan and execute activities, supervising participants and other volunteers. Serving as neighborhood organizer, assembling a task force, leading recreation activities, coordinating a service project.

5. **Providing services of an assistance nature.**

Doing those things that people are unable to do for themselves. Writing letters for the handicapped, reading to the blind, caring for the elderly, providing transportation.

6. **Providing advocacy services.**

Organizing or serving as a catalyst to coalesce groups around common needs, helping to generate leadership in the group. Lobbying, campaigning, surveying and reporting results to policymakers.

7. **Working in a highly structured situation.**

Carrying out assigned duties or tasks, working under the supervision of others. Serving as teacher aide, agency worker, therapist, physical care-giver, researcher and reporter.

8. **Working in an unstructured situation.**

Working with a program or set of activities that may fluctuate in attendance, needs or physical resources. Serving as community action agent, consumer advocate, recreation leader, city planner, advisor, crisis clinic counselor.

9. **Working in a situation where you often see results of your work.**

Carrying out short-term projects or projects with frequent evidence of accomplishments or clients' responses. Fund-raising, conducting a neighborhood history project, surveying, working in a crisis clinic.

10. **Working in a situation where results will probably not be visible for a long time.**

Carrying out long-term projects or projects focused on social change. Lobbying, advising an advocacy group, working on neighborhood improvement, providing nutrition counseling, conducting leadership training.

b There are some other aspects of the setting to consider, too. These relate to the kinds of *working environments* in which you function best. Ask yourself the following questions.

1. With what size group of *clients* would I prefer to work? One to one? Small groups? Large groups?
2. With what size group of co-workers would I prefer to work? One-to-one? Small groups? Large groups? Prefer to work alone?
3. In a new experience, what kind of supervision works best for me? Close supervision? Moderate supervision? Need a lot of independence?
4. Can I work well without close supervision?
5. Am I uptight if I don't know exactly what I'll be doing next week - or maybe even tomorrow?
6. Am I better at following directions, or being creative?
7. Do I prefer quiet work, or active work?
8. Do I work better with rigid time schedules and set hours, or flexible hours?
9. Is it important to me to see immediate results from my work?
10. How much appreciation and positive feedback do I need to receive?
11. How do I react to frustrating experiences?

By thinking through questions such as these before you begin talking to campus or community people, you'll know the kinds of information you need to give them and get from them.

c You may also have some preferences about where to volunteer, based on your previous experience, career goals or course requirements. If any of the following or other sites appeal most to you, check on specific placements in these settings:

Private agencies
Public agencies
Hospitals
Clinics
Schools
Government offices
Businesses
Community groups or organizations
Churches
Neighborhoods
Private homes
Rehabilitation programs
Ad hoc organizations

3. What are your skills and interests?

It's important to look at what you have to offer to the community as a service-learner. Too many people fail to realize the wealth of skills they use every day. Your skills and interests are specific things you can talk about when you're looking for a placement. Try the following activities:

1. List the work experiences, both paid and unpaid, you've had in the past.

2. List any previous service experiences; note characteristics of each experience that gave you the **most satisfaction** and those that gave you the **least satisfaction**.

3. Use the following list as a starting point for identifying the skills and interests you currently believe you have:

Organizing
Taking responsibility
Persuading
Making decisions
Driving a car
Leading discussion groups
Meeting new people
Contacting people
Selling things
Helping people solve problems
Camping, living out of doors
Researching
Analyzing
Hiking
Drawing, painting
Designing buildings
Cooking
Reading and writing
Carpentry
Animal study or care
Crafts
Mental games
Medical skills
Repairing things
Experimenting with mechanical devices
Presiding at meetings and events
Speaking to groups
Gardening
Landscaping
Recycling
Keeping records
Budgeting
Handling money
Swimming
Legal issues
Current events
Teaching
Working with "math" problems
Dancing or singing
Sewing
Radio or television programming
Foreign language(s) (which?)
Dramatics
Athletics and sports

4. When people praise you as a person, a student or a worker, what kinds of things do they mention?

4. What do you want to learn?

Look back at the list of skills and interests under Item 3 above. Which of these or others would you like to develop further? Are there any interpersonal skills not mentioned on that list that you'd like to develop (listening, interviewing, or counseling, for example?) Chapter III will say more about specific learning objectives, but being able to describe what you want in general terms will help you locate a satisfactory placement. For example:

1. I would like to gain skills in working with community groups to solve problems, or
2. I would like to learn to plan and organize a fund-raising campaign.

5. Who do you want to serve?

Consider the people with whom you would like to work.[3] Ask yourself the following:

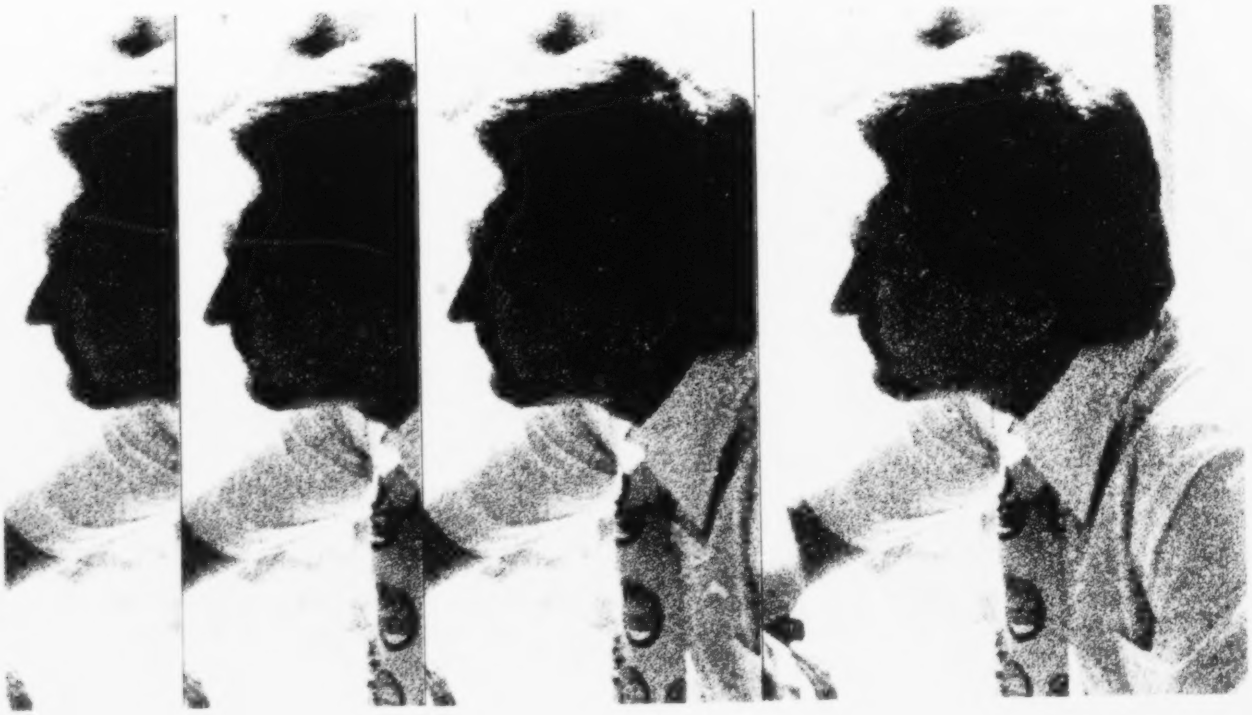
1. With what age am I most comfortable? Infants? Pre- school children? Children? Adolescents? Young adults? Adults? Elderly people?
2. Can I relate comfortably to a person with a physical, mental or emotional handicap?
3. Am I comfortable with people whose culture, race or socioeconomic status is different than my own?
4. Do I respect those differences? Or do I wish they were more like me?

6. What field of service interests you?

In what field or area of interest would you consider serving? The following is only a partial list, but it can start you thinking:

Alcoholism
Drug abuse
Business and tax consultation
Companionship
Day care
Recreation
Consumer education, consumer protection
Food and nutrition
Finances
Neighborhood planning
Community action
Handicapped services
Youth organizations
Poverty programs
Conservation (energy, environment)
Courts and corrections
Legal aid
Counseling
Environmental issues
Housing
Health (physical, mental)
Tutoring
Legislation
Small group instruction
Fund raising
Therapy (arts and activities, occupational, physical)
Crisis intervention

Remember that service-learning does not have to be with an agency or organization. There may be some projects operated by your campus or you might start your own (see Chapter V). We do, however, strongly recommend that you gain some firsthand service experience with an agency or another project before beginning one of your own.



7. How much time can you give?

Thinking about this before looking for a placement will help you determine the commitments you can make. Once you become involved, people will be depending on you to follow through.

On a sheet of paper, outline your current weekly schedule (you might use a format like the one below.) Block in the time you now have committed either formally (job, school, etc.) or informally (study, sleep, time you want to spend with family, friends, etc.). Then block in the times you could devote to a service project.

EXAMPLE OF ONE STUDENT'S TIME ESTIMATE
(X marks service-learning time)

			am									pm					
	7	8	9	10	11	noon	1	2	3	4	5	6	7	8	9	10	11
Mon		class	class	library	library	lunch	study	class	X	X	X		seminar	seminar			sleep
Tues				class	study	↓	job	→	→	→	→			X	X		
Wed		class	class	library	library	↓	study	class	X	X	X						
Thurs				class	study	↓	job	→	→	→	→			X	X		
Fri		class	class	library	library	↓	study	class	X	X	X	family and friends					
Sat				job	→	↓	→	→	→	→	→	friends					
Sun	family																

Where you choose to block in time for a service project has a lot to do with the kind of project and the client group you can work with. Many service projects are not tied to typical working hours. Projects can take place on weekends, for example, or during evening hours (emergency shifts at hospitals, crisis clinics, "hot lines" and community action groups, to name a few). But your schedule will be the key to what you can do.

Look at your schedule and consider the following:

1. What is the maximum amount of time you *could* spend per week in a service project?
2. What is the minimum amount of time you *want* to spend per week?
3. For how long a period of time could you commit yourself? Number of weeks? Number of months? Unsure at this point.

Given this assessment of your time, what is the *range of time* you can spend in a service project? Example: "From 6-10 hours per week, for three months." As you get excited about a placement, you may decide to jockey some of your flexible hours like study and free time to be more involved. And you may decide to extend your service from one term to the next, or for an entire school year.

The experiences of others tell us that most service-learning placements require a minimum of 3-5 hours per week, plus time for some related learning activities, personal reflection and followup with a faculty advisor (see Chapter IV). Some professors set aside time in class to discuss placements or schedule individual conferences with students during office hours. Many service-learning arrangements require additional reading and a written report if academic credit is to be given. Or, service-learning might be an internship: for example, 10 or more hours in the field each week, a 2½ hour seminar every other week for a full term or semester, and course work and projects that cause you to reflect on your experience.

8. Are there any geographical constraints?

Distance is another factor that will determine the range of activities open to you.

1. How far away from campus are you willing to go for a service project?
2. What modes of transportation could you use? Walk? Bus? Bicycle? Car? Other (campus-provided, for example)?

DEVELOP A SERVICE-LEARNING AGREEMENT

GET THE MOST FROM YOUR PROJECT

DETERMINE WHAT'S AVAILABLE

SELECT A PLACEMENT

Determining What's Available

> *The pertinent question is not how to do things right, but how to find the right things to do.*
>
> —*Peter F. Drucker*

Now that you have a better idea of what you want from and can give to a service project, you can set about finding a placement. In this quest, you usually have two or three contacts to make:

1. **A campus coordinating office,** if there is one, to refer you to service organizations and ongoing projects or help you start a project of your own.
2. **Service agency personnel** in the community to find out what kinds of volunteer positions are available.
3. **An academic advisor on campus,** who can help you set up a learning agreement, help you reflect on what you are learning, and possibly review your work for credit.

This section of Chapter II will briefly review each of these contacts. Chapter III will walk you through the process of selecting one placement and negotiating a service-learning agreement for the experience.

In these contacts, you should be prepared to:

1. Describe your interests, aptitudes and abilities to others.
2. Identify positions or projects that are consistent with your interests, aptitudes and abilities.
3. Interview agency personnel with self-confidence, as well as tact. You're learning about them as they are learning about you.

As one student put it while describing the interviews for a placement:[4]

> *Once inside the door, I discovered that the better prepared I was, the better response I usually received. I found that when I could state my desire for an internship as well as my ideas about what I wanted to learn and how I could contribute time and knowledge, the encouragement was hearty, even when no position was available.*

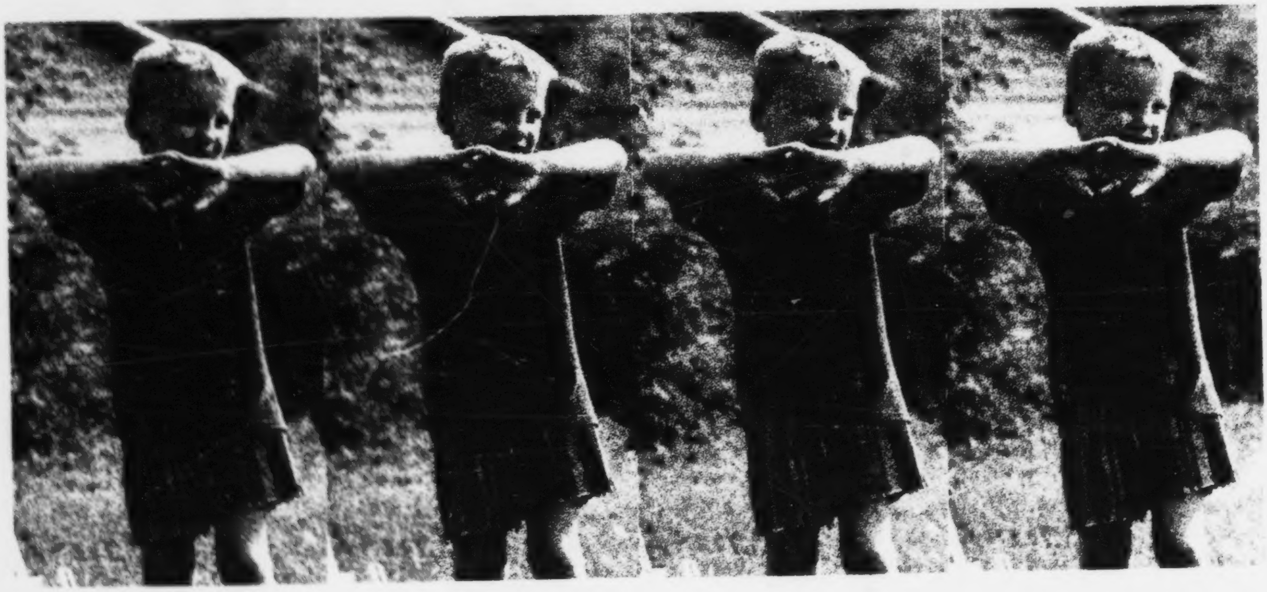
Sources for information

Resources to help you identify possible service activities include organized sources of information on campus and in the community, as well as your own personal contacts.

A Look first for **campus resources** for information about service opportunities. Volunteer clearinghouses and organized service programs have gone through some important procedures to identify areas of greatest human need. They are in regular contact with service organizations in the community and play a valuable role in coordinating agency needs with available volunteers.

Resources for placement information differ from campus to campus but may generally be described as follows:

1. **Volunteer clearinghouse or bureau** – arranges for part-time or temporary services with civic organizations, community service programs and other activities. Maintains lists of placement opportunities, refers students for interviews, helps match students to appropriate volunteer experiences.



2. **Experiential learning office** – coordinates a variety of field experiences, including service-learning. Can help you find placements suitable to your interests, but you may have to make it clear that you are seeking *service* activity and help the staff understand what you mean by the term (see Chapter I). Can assist you with the learning side of the experience: clarifying goals, identifying learning objectives, locating a faculty advisor, developing a learning plan.
3. **Service-learning office** – combines the functions of the volunteer clearinghouse and experiential learning office. Organizes and initiates service-learning projects; recruits and places students in projects. Looks at both the service and learning sides: aware of community needs, in touch with service agencies, and aware of procedures for deriving learning outcomes from the service. May provide support in the form of workshops on service-learning for students and faculty.

Students at large universities may find several coordinating offices – perhaps each of the three campus-wide offices described above as well as coordinating offices within academic departments. Students at small colleges or universities, however, may find no central coordinating office for volunteers or field experience.

If you cannot locate any of these offices in your campus directory, don't despair. Inquire about service opportunities through other offices – student government, dean of students, vice president for student affairs, activities office, career planning office, extension office, counseling office. One of these contacts should be able to help you find the appropriate resources or channels.

Members of the faculty, staff and administration may already be involved in community action; they may be willing to act as general consultants in the areas of their expertise, or as advisors to specific projects. You may be referred to a professor who is involved with community work through a particular department, or to a group of students directing a project of their own. In addition, some campuses rely heavily on alumni contacts who can help students become involved in service projects.

B If you cannot locate campus resources for coordinating and referring you to service agencies, there are a variety of **off-campus resources** that can assist you. Again, it is best to work through coordinating offices so your services or project ideas do not conflict with other community service activities.

Off-campus resources include:

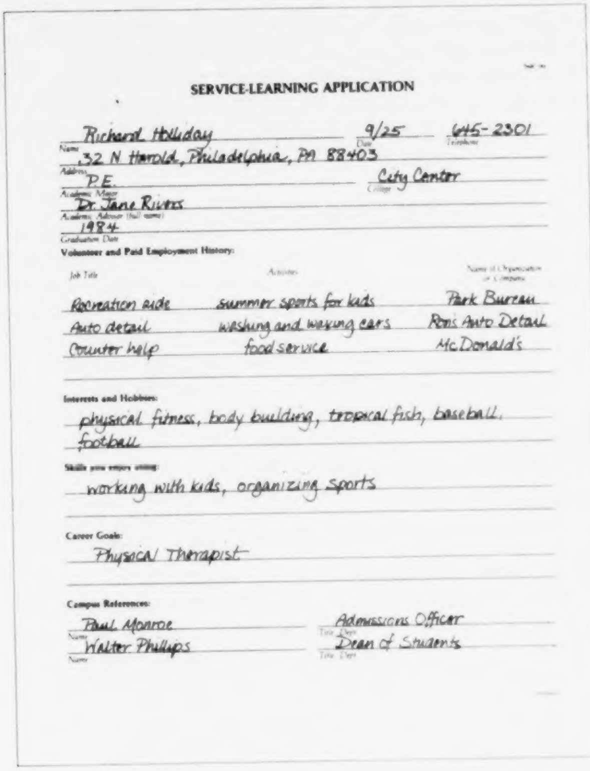
1. **Volunteer clearinghouses, action centers or bureaus** VACs or Voluntary Action Centers have been formed in communities around the country to match human service needs with available resources. They are in close touch with service agencies and community groups and maintain files of placement needs. They also provide orientation and training for working with particular client groups – for example, children, elderly, handicapped, people in crisis. To locate a VAC or other volunteer agency, check your telephone directory under Volunteer or Social Service in both white and yellow pages. Or call the local United Way coordinating office.
2. **Service-learning office serving a consortium of colleges and universities** – typically organizes and initiates projects, places students and coordinates efforts across institutions to set up common practices for such matters as credit, grading, requirements for participation. May arrange internships for students.
3. **Service agencies, organizations and action groups** – examples include American Cancer Society, Common Cause, drop-in centers, senior citizen groups, church programs, hospital auxiliaries, state or municipal service agencies. A directory of community services may be available from your local United Way office or League of Women Voters. Other possible sources of firsthand information about community activities include hospitals and public health clinics, tenant organizations, student public interest research groups, settlement houses, civil rights organizations, central office of the local Community Action Program (CAP) and city or town hall. Political party central committees also might be able to refer you to various action groups or activities.

You might also consider starting your own project (see Chapter V). Often a volunteer can bring a problem to the attention of the community and have others join the effort for change. If you establish a project, however, make sure the people you are trying to help want that help and participate in the planning. And coordinate your efforts with other community activities. The community must be supportive of your work as well as receptive to it (see Chapter V for more on planning a project).

Steps you should take

Service-learning programs generally recommend some procedures to take in making your interests known and finding out what's available. Our example assumes that you will be proceeding through a coordinating office, but the outline can help you even if you are proceeding on your own.

STEP 1: Intake procedures. You are interested in service-learning and approach someone about it – either a central coordinating office or service agency or faculty advisor. You will probably be interviewed and asked to complete an application form. This form will help match your interests with community needs. The form may ask you to indicate your major and minor, level of academic accomplishment, name of faculty advisor, pertinent work experiences, professional goals, skills and interests, and other data relevant to the kind of placement you are seeking. Remember: your age, sex and race can only be asked if they relate *directly* to the job you will be doing. Here's an example of an application form. (A blank form for your own use is provided in the Reproducible Forms section.)



Site No.

SERVICE-LEARNING APPLICATION

Name: Richard Holliday — Date: 9/25 — Telephone: 645-2301
Address: 32 N Harold, Philadelphia, PA 88403
Academic Major: P.E. — College: City Center
Academic Advisor (full name): Dr. Jane Rivers
Graduation Date: 1984

Volunteer and Paid Employment History:

Job Title	Activities	Name of Organization or Company
Recreation aide	summer sports for kids	Park Bureau
Auto detail	washing and waxing cars	Ron's Auto Detail
Counter help	food service	McDonald's

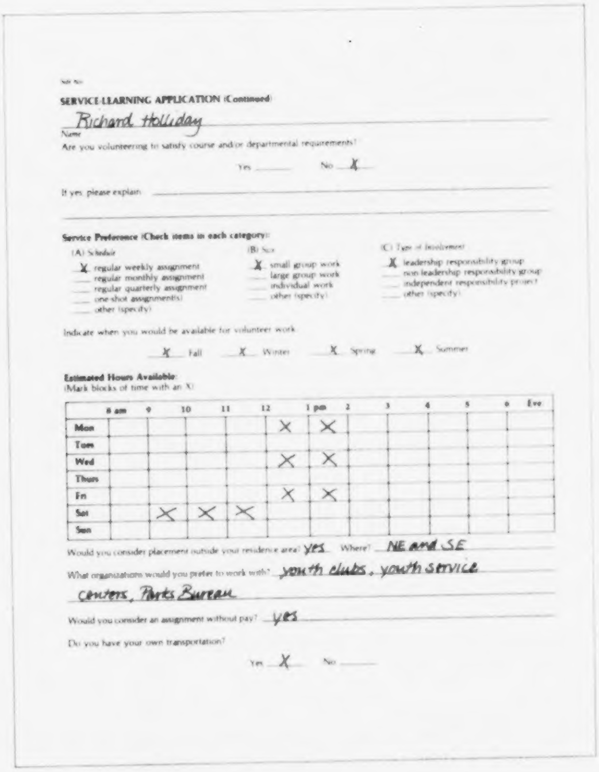
Interests and Hobbies:
physical fitness, body building, tropical fish, baseball, football

Skills you enjoy using:
working with kids, organizing sports

Career Goals:
Physical Therapist

Campus References:

Name	Title, Dept.
Paul Monroe	Admissions Officer
Walter Phillips	Dean of Students



Site No.

SERVICE-LEARNING APPLICATION (Continued)

Name: Richard Holliday

Are you volunteering to satisfy course and/or departmental requirements?
Yes ☐ No ☒

If yes, please explain:

Service Preference (Check items in each category):

(A) Schedule
☒ regular weekly assignment
☐ regular monthly assignment
☐ regular quarterly assignment
☐ one-shot assignment(s)
☐ other (specify)

(B) Size
☒ small group work
☐ large group work
☐ individual work
☐ other (specify)

(C) Type of Involvement
☒ leadership responsibility group
☐ non leadership responsibility group
☐ independent responsibility project
☐ other (specify)

Indicate when you would be available for volunteer work:
☒ Fall ☒ Winter ☒ Spring ☒ Summer

Estimated Hours Available:
(Mark blocks of time with an X)

	8 am	9	10	11	12	1 pm	2	3	4	5	6 Eve
Mon					X	X					
Tues											
Wed					X	X					
Thurs											
Fri					X	X					
Sat		X	X	X							
Sun											

Would you consider placement outside your residence area? yes Where? NE and SE
What organizations would you prefer to work with? youth clubs, youth service centers, Parks Bureau
Would you consider an assignment without pay? yes
Do you have your own transportation?
Yes ☒ No ☐

Job descriptions will be available to you either in a coordinating office or through service agencies. These descriptions are tools to help you select possible placements. Two sample job descriptions follow. From such descriptions you can identify placements that you want to investigate firsthand.

SAMPLE JOB DESCRIPTION

Side one

Position:
Volunteer Probation Officer (VPO)

Agency:
City Police Department 777-1212
107 S.W. Main

Contact Person:
Captain Wilson Sims

Purpose:
To supervise and become friends with a probationer.

Major Responsibilities:
Assume responsibility to work with probationer on a one to one basis. Help your probationer in academic progress, social plans, and living situation. Keep appointments with your client and be on time. Report regularly to the probation officer through bimonthly and monthly reports (format will be provided).

Responsible to:
Assigned probation officer

Responsible to Supervise:
Assigned probationer

------------------------------------ *Side two*

Time Required:
VPOs must meet with their assigned probationers at least once a week for a minimum of two hours during the first two months. VPOs are encouraged to maintain the same contact rate after the first two-month service period.

Qualifications:
A mature adult or college student over the age of 18. Willingness to learn about probation. Ability to develop friendships. Each volunteer is strongly urged to have access to or own an automobile.

Training:
All volunteer probation officers must take six hours of specialized training prior to assignment. Training sessions are held on the first Monday and Tuesday of each month, between 7 and 10 p.m. Active VPOs are encouraged to participate in the inservice training session on the third Thursday of each month at 7:30 p.m.

Term:
Varies with your assigned probationer's term, but a minimum of nine months' service is desirable.

SAMPLE JOB DESCRIPTION

Position:
Tutor

Agency:
James Elementary School 965-0302
33100 East Walden

Contact Person:
Dr. Joyce Jamison, Principal

Supervisor:
James Elementary School teachers.

Time Commitment:
A minimum of three hours a week for each tutor during the school year. Five hours a week is preferred.

Qualifications:
Tutors must be over 18 years of age.

Training:
Tutors will be trained on the job by the teachers to whom they are assigned. Training will take place at the convenience of the prospective tutors and will normally consist of personal interview/information sessions with individually assigned teachers.

Duties:
Work with a designated child or small group of children to improve specific skill areas such as reading and arithmetic. Maintain records of activities and progress. Maintain weekly contact with teacher to report progress and plan future activities.

STEP 2: Initial agency contact. You will probably be responsible for setting up your own interviews with individuals in the agencies or organizations you've singled out as potential service sites. Be sure to make appointments in advance.

If you're working from job descriptions or a referral file, chances are you'll know who to call. If you're seeking sites on your own, you may need to talk with several people before you reach the right person. Ask first if the agency has a volunteer coordinator; if not, explain your purpose and the staff will connect you with the appropriate office or person.

Before you first visit these sites try to find out some basic information about them: services, clientele, goals, sources of funding, and so on. This information may serve as an initial indication of whether you can fill the needs of the site and vice versa.

If you cannot locate job descriptions ahead of time, ask to see a job description at the agency or question the person you're interviewing to learn about the agency's expectations for the work.

The purpose of these initial site contacts is to exchange information concerning your interests, skills and objectives and the agency's organizational objectives, needs of those being served, and volunteer jobs available. Seeking a service-learning position is a matching process between you and the site or project. Just as you will be seeking to fulfill your personal needs, the service site will be considering you on the basis of how well you can fulfill its needs. For example, if the service site is in a Spanish-speaking neighborhood, supervisors may be looking for volunteers who are bilingual. Or if the service position is with a neighborhood group opposing a freeway that will eliminate homes, the organization may be looking for someone with a background or experience in group dynamics. If you cannot meet the service site's requirements, the staff may suggest that you consider alternative service-learning situations.

STEP 3: Faculty advisors. As you explore service alternatives, you should also locate a faculty advisor to help you negotiate the learning side of the experience. (In some instances, coordinating office staff may fill this role.) After completing all the initial agency interviews, you decide on the one service placement that is "best" at this time (see more on this selection process in Chapter III). From job descriptions and information received in the initial interview, you and your faculty advisor can consider possible learning objectives and activities related to the service experience.

Finding the right faculty advisor is sometimes difficult. Each department may have a different policy on independent or field-based study. Some faculty may view volunteering or field experience as outside the more scholarly endeavors of the university. Faculty may also interpret the negotiation and planning that goes along with service-learning as a lot of extra work added to their already heavy schedules of teaching, research and writing. In this regard, you should understand that faculty are probably not being paid anything extra to work with students on an individual basis. But the faculty should understand, too, that students in service-learning will be carrying most of the burden themselves for planning and monitoring the experience.

It may be easier to find a faculty advisor for your service-learning project in larger universities, where there tend to be more faculty in each department. But talk to as many professors as you can, or talk to your dean of students or dean of academic affairs. Tell them what you're interested in doing and ask their suggestions for someone to advise you. You'll be aided by the fact that field experience is rapidly gaining credence on campuses as an important part of education. More and more professors are reading and hearing about the demonstrated value of self-directed learning and developing individual learning contracts or agreements.

Overall, faculty advisors will assist you with the following:

1. Identifying learning objectives
2. Selecting appropriate activities in the service experience to meet those objectives
3. Monitoring service-learning experiences in relation to established learning objectives
4. Assessing the learning that has taken place (comparing outcomes with objectives)
5. Reflecting on the experience
6. Suggesting new service-learning experiences where you can apply what you've learned
7. Suggesting readings and other resources to help you meet your goals

Chapter III examines the final steps in placement – those of selecting a placement, developing a service-learning plan, and negotiating final arrangements for the experience, including a service-learning agreement.

Endnotes

[1] This checklist is adapted from *The Student's Guide to Volunteering* by Rick Williams and Susan Oliver (Newton, Massachusetts: The KORDA Project, 1977).

[2] Adapted from the valuing process developed at the Volunteer Center, State University of New York at Geneseo.

[3] Ideas for this and the remaining assessments have been adapted from the KORDA Student Guide; *Invest Yourself* (The Commission on Voluntary Service and Action, Washington, D.C.: 1978); and "What to Look For In a Volunteer Experience," Tim Wernette, *Synergist*, Winter 1977: 27-29; 38.

[4] From *Options for Learning: A Catalogue of Off-Campus Learning Opportunities in Kentucky* (Lexington: University of Kentucky, Office for Experiential Education, 1974), p. 5.

CHAPTER III

Placements, Plans and Agreements

> *Every person is, in part, "his own project" and makes himself. Growth forward . . . requires courage and strength in the individual as well as protection, permission, and encouragement from the environment.*
>
> —*Abraham Maslow*

Introduction

This chapter builds on the needs and interests you identified in Chapter II. It is intended to help you select a service project that matches your needs; clarify your expectations for the project and mesh those with the expectations of project staff, clients and faculty; and negotiate a service-learning agreement that will guide your activities during the project. The chapter is organized into the following sections:

1. Selecting a Placement
2. Developing a Service-Learning Agreement
3. Finalizing the Agreement

Selecting a Placement

Chapter II discussed possible sources for information about service-learning opportunities in your community. The procedures outlined there suggest that once you have located information on available placements, you should interview representatives of those sites and projects that sound interesting to you.

Interviewing

The purpose of these interviews is to give you and the agency or project staff an opportunity to learn more about each other and the conditions of the placement. You will be determining if the placement matches your learning needs and if you match the placement's service needs. Mutual definition of what is to be given and what is to be gained by both you and the service project is extremely important in the service-learning process.

During your initial interviews, gather as much information as possible about the placements and the conditions under which you would be working. On this page are some questions you may want to ask.

Be clear about what will happen next with the people you interview. Don't leave things up in the air. Say, "I'll get back to you by (specific date)," if the agency wants you but you're not sure yet. Or ask, "When can I get back to you about the decision – I really want to work on this project," if you're enthusiastic about a placement but the agency supervisor needs to see if they can take volunteers this term. Pin down times to check back for decisions and take the responsibility for following up. Don't put the burden on agency staff to call you.

SAMPLE INTERVIEW QUESTIONS

1. What would your tasks and duties be?
2. Does the site have a written job description of the position? (If not, consider helping the agency write one, if you're interested.) What day-to-day assignments can you expect?
3. Does the position require any special skills, experience or education?
4. What hours would you be working?
5. Who would be your immediate supervisor and how closely would you be supervised? (Ask to meet this person on your first visit, before you agree to volunteer.)
6. How were the needs of those being served initially identified and how does the agency stay in touch with clients to determine if the service is meeting those needs?
7. Is orientation provided for the service? By whom? What is the content of the orientation? What are its goals?
8. Is the service one that might place you in the situation of handling an emergency? If so, what training will you be given for such a situation?
9. Are you personally liable for any accidents that might occur through the performance of your duties? How does the law stand on this? (This might take some effort to find out.)
10. Does the site have insurance covering volunteers? If so, how extensive is it? Are health, personal liability and automobile liability (if you would be driving service recipients) all covered in the site's insurance plan? If not, what kind of insurance coverage does the site recommend for you?
11. Are you likely to incur any expenses in the performance of your duties? Will you be reimbursed?
12. Are there any special rules you should know about? (This is important because it could affect your work and/or happiness on the site.)
13. Does the site offer any special privileges or benefits to its volunteers?
14. What is the general role and status of volunteers at the site?
15. What type of service site is it exactly? (Public, private, nonprofit, etc.)
16. Are there any laws or legal limitations which apply to you because of your work at the site? (Bonding procedures, for example, or confidentiality questions.)

SPECIAL CONSIDERATIONS

Transportation. Getting to and from the community site is a factor that needs to be considered when you are making placement decisions. Some campus coordinating offices have available transportation (leased vehicles, bicycle co-ops, car pools, bus passes and so forth) and you should investigate such possibilities if transportation is a problem for you. Some community organizations are able to reimburse students for travel costs using public transportation, and you can inquire about this from the agency representative.

Insurance. Students should assume responsibility to determine personal insurance needs and available coverage. This is important because service work may involve you in situations where you could be held liable if an accident occurred. This should not be a deterrent, however, because coverage is not difficult to establish. Campus coordinating offices or the placement sites usually have made some arrangements regarding insurance coverage for students during their field work, particularly if students are working on projects where they have a great deal of responsibility.

Three areas of insurance coverage are:

- **Accident insurance,** which covers you for injury, dismemberment or death resulting from an accident that occurs during the performance of duties associated with a service-learning project.
- **Personal liability,** which provides protection for you from personal injury or property damage liability claims arising from your service-learning duties.
- **Automobile liability,** which covers you for any property damage or personal injury resulting from your operation of a motor vehicle as part of a service-learning project.

You may derive insurance coverage from four sources:

- **Personal insurance policies** covering you or your family, although these may not provide personal liability. Insurance companies may regard the community agency as the party responsible for providing personal liability insurance while you are at the site for service-learning.
- **Standard insurance policies** of the agency where you are serving, extended to cover volunteers.
- **School insurance policies,** which may cover students during field experiences, although such coverage may be strictly for accident insurance and not provide personal or automobile liability.
- **Special insurance policies,** which sites can purchase specifically to cover their volunteers, or state-sponsored insurance policies covering volunteers (coverage varies from state to state).

Ask about such coverage directly from placement sites, the campus or, if necessary, your own insurance agents and companies. Additional information on insurance needs is also available from the National Center for Service-Learning (see address in Preface to this guide).

DEVELOP A SERVICE-LEARNING AGREEMENT
GET THE MOST FROM YOUR PROJECT
EVALUATE YOUR EXPERIENCE
INITIATE A NEW PROJECT

Matching needs and interests

How do you sort out all the information you've collected from placement interviews to determine which placement suits you best? Two analyses can guide your selection – first, a listing of the pros and cons of each placement in relation to your current needs and interests; second, a look at the placements in terms of the degree of overlap of your needs, the agency or project's needs, and the service needs of clients and community.

For the first analysis, list each of the agencies and volunteer positions you have interviewed. Under each listing, fill in the positive and negative aspects as you perceive them. Then examine these pros and cons and assess which site best fits your current needs and interests.

Where would your skills and talents fit best? Where is your preparation most applicable? Seek some activities that challenge you in new directions and give you some new responsibilities. We suggest this not for the sake of novelty, but because research is showing us that the best learning experiences involve some element of risk-taking, of extending yourself in new directions. As one author puts it, "A good experience is one that involves a *manageable* (our emphasis) confrontation with novel responsibility."[1]

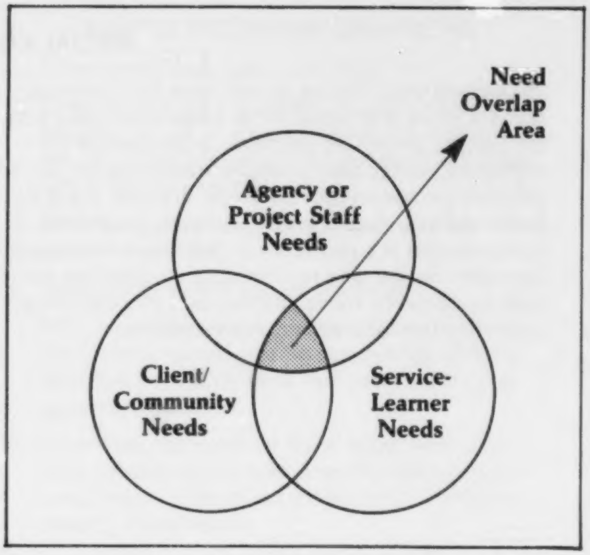
Pay particular attention to matching the amount of time you can give to the needs of those being served. Once you have made a commitment to take part in a service project at specified times, the agency and clients will expect to see you there.

The second analysis is a process of matching your needs, agency or project staff needs, and service needs. It is based on answers to the following questions:

1. What do agency or project staff need to have done?
2. What do you want to do?
3. What do the service recipients and community need? (You may not have firsthand information about this but you should ask prospective supervisors to tell you as much as possible about client/community needs.)

Where the answers to all three questions overlap, you have the foundation for describing a service-learning project.[2] The needs of all three participants in the program must be met: the volunteer's need for a satisfying service-learning experience; the staff's need for local community participation and support; and the clients' identified need.

In selecting a placement, you will probably be looking for the situation with the greatest overlap of needs, or at least with the greatest potential for overlap. After everything is analyzed, however, the overriding factor may be your *instinctive* choice – your unmeasured, unarticulated sense that a certain placement is a good fit.



The areas that do not overlap are tasks or needs that cannot be met by the particular service-learning activity being planned. Those areas of non-overlap must be as well-defined and clear to all participants as the areas of overlap on which agreements for your service will be based. Among the areas of non-overlap will be such things as:

- agency wishes for student jobs that the student is not willing to accept
- things students want to do that the staff won't accept
- client needs that neither the agency nor the student can accept or meet at this time

Here's an example of such analysis:

Sheltered workshop:

1. Needs new contract jobs for clients
2. Needs envelope stuffers for public relations effort

Clients:

1. Need to work to earn a living
2. Need to learn employment and community-living skills
3. Need to learn personal hygiene skills

Student:

1. Needs a project related to planning and managing a small business enterprise (internship for business management course)
2. Needs to learn inventory control for business management course

Overlap:

1. Student could develop a business project for the workshop that would employ clients in the tasks required to implement and operate a recycling service.

Nonoverlap:

1. Agency's need for envelope stuffers
2. Student's need to learn inventory control procedures
3. Client need for personal hygiene skills

Of course, non-overlapping needs may be fulfilled by other projects or activities.

DEVELOP A SERVICE-
LEARNING AGREEMENT

GET THE MOST FROM
YOUR PROJECT

EVALUATE YOUR
EXPERIENCE

INITIATE A NEW PROJECT

Developing a Service-Learning Agreement

Everything has been thought of before, but the difficulty is to think of it again.
—*Goethe*

Once you decide on the placement or project you want, you need to negotiate the details of the placement. You will not be able to anticipate every aspect of the experience you're beginning. There are, however, three steps you can take to help you adjust quickly and comfortably to the service work and make the most of its learning opportunities:

1. Define service and learning objectives.
2. Identify activities and evaluation procedures for carrying out those objectives.
3. Present all this as a plan for review.

STEP 1 Define service and learning objectives

Defining both service and learning objectives gives you the basis for negotiating with the project supervisor and your faculty advisor about what you'll be doing. These objectives will give you a clearer sense of purpose and will provide criteria to assess how the experience is going.

PROJECT MANAGEMENT SKILLS
GET THE MOST FROM YOUR PROJECT
EVALUATE YOUR EXPERIENCE
INITIATE A NEW PROJECT

From your site interviews and available job descriptions, you should have a fairly clear idea of the principal tasks and duties you'll be undertaking in the service assignment. If you have any questions about these, by all means ask the supervisor to clarify what you'll be expected to do. Get your own copy of the job description, if possible, so you can refer to it while defining objectives. Also visit the actual location where you'll be working, if the location is different from where you interviewed project staff. You might also talk with students who have worked in the same or similar situations. All of these things are suggested to give you as much information as possible about what you'll be doing and what you might learn from the experience.

What are objectives, anyway?

Objectives are brief statements of results that will be accomplished in a specified period of time. An objective consists of:

OBJECTIVE

Action Verb + Measurement + Result + Time

The order of these components may vary, but all four should be present in an objective. For example:

SERVICE OBJECTIVE. I will plan and instruct (action verbs) neighborhood volunteers to survey the extent of neighborhood use of food co-ops and discount markets (result) in a 50-block area of North Portland (measurement) by August 1 (time).

LEARNING OBJECTIVE. By May 31 (time), I will identify (action verb) at least three different procedures (measurement) to use in determining neighborhood use of co-ops (result).

In this example, both service and learning objectives provide elbow room for students to decide *how* to accomplish them (the survey might be conducted door-to-door, by telephone, through contact people in the community, etc.).

By spelling out both service and learning objectives in clear, measurable terms, all participants in a service-learning activity can point to tangible evidence of various actions.

EXAMPLES OF VAGUE STATEMENTS AND PRECISE OBJECTIVES

1. Vague: I am interested in something related to women.

   Precise: I will organize a series of workshops for women with drug problems (one each month for the next three months) and design a questionnaire to determine the socioeconomic characteristics of this population.

2. Vague: I am interested in the Environmental Division of the Health Department, and I want to learn as much as possible about it.

   Precise: To study the effectiveness of the Environmental Division of the Health Department, I will compare goals of the agency with activities the agency carries out in its effort to curb air and water pollution in Fayette County during the next six months.

3. Vague: I want to work with people.

   Precise: To discover my own potential and capabilities in counseling situations, I will spend ten hours a week during the next three months in the YWCA Job Bank helping people assess their career interests and locate relevant job openings.

Writing service objectives

Service objectives may involve actions such as the following:

- Volunteering time and effort
- Application of knowledge, methods and/or skills
- Social-political action

Review the job description of the placement you've selected. Also review what you learned from interviewing the supervisor or project coordinator. What is the purpose of the project? Who are the clients of the service? Using the format for writing objectives (action verb, measurable result, time period), list the service objectives for this project as you understand them.

Writing learning objectives

Learning objectives may involve actions such as the following:

- Skills acquisition
- Field research
- Fulfilling broad learning goals
- Reinforcing specific fields of study
- Career exploration
- Career or occupational development
- Work experience
- Preprofessional training

Based on the service objectives, what you know about your tasks and duties, and what you know about your own needs and interests, list what you'd like to learn from this project. By all means discuss the project and its learning potential with a faculty advisor at this point.

It's entirely appropriate to include learning objectives related to the very process of planning and implementing the project itself. These objectives might relate to planning, problem solving, locating resources (arranging for a field site, field supervisor, faculty sponsor, academic credit and so forth), decision making, increasing your ability to express yourself orally and in writing, and gaining skills in negotiating and persuading.

EXAMPLES OF SERVICE OBJECTIVES

- Meet at least once a week, for two hours minimum each time, with a juvenile probationer assigned to me from the courts for the purpose of helping the probationer progress in school work and to involve the probationer in group social activities. The project will last nine months, October 1-June 30; during this time I will see that the probationer completes class assignments to the teachers' satisfaction.
- Plan and implement a nutrition education program for a minimum of 20 families in the Northside neighborhood by March 1.
- Assist Native Americans in Twin Rivers to become aware of their treaty land rights by conducting research and interviews and (1) producing articles for the February, March and April newsletters of the Native American Land Project and (2) convening two community meetings to discuss the findings and future needs.
- Within a three-month period, teach a patient in the Greenhaven Psychiatric Hospital how to make a meal and how to prepare for a job interview.

EXAMPLES OF LEARNING OBJECTIVES

- During the six months of the project, test my ability to counsel juvenile offenders by helping a court-referred youth identify career interests, do some career explorations and select and enroll in a training program that matches the youth's interests and needs.
- Demonstrate knowledge of a community needs assessment process by conducting, analyzing and summarizing the findings of such an assessment in the Pine Creek area. I will report the findings by May 1 in a community newsletter.
- Demonstrate group process skills by convening a group of neighborhood residents and helping them to define environmental problems that need to be worked on. An action plan will be completed by the group by the end of spring term.
- Apply sound business management procedures to the task of planning and implementing a new line of products for a sheltered workshop. I will set up job descriptions, a flow-chart for the work, quality control standards and fiscal and marketing procedures. Production will be underway by November 1.
- Explore nursing home work as a possible career field and, after three weeks, be able to describe the pros and cons of this work as it relates to my own interests and needs.

The ten categories listed below describe some broad areas you might consider for learning objectives. See if something fits your needs.[3] When you have some ideas, draft them as objectives that are measurable. You may have a lengthy list of possible objectives. From it you should identify your primary objectives – those of most importance to you.

AREAS FOR POTENTIAL LEARNING

Service/Advocacy - Understanding the context of poverty, learning how to empower community people to take control of decisions affecting their lives, understanding the role of social programs and agencies in the lives of the poor, understanding processes such as advocacy, organizational development and legislation.

Specific Job Competencies - Particular skills you would like to learn such as counseling, advocating, community organizing, interviewing, building, accounting, gaining management skills and administrative experience.

Career Exploration - Understanding the work of professionals in a career field and gaining awareness of possible job opportunities.

Learning About Work - Understanding laws related to employment, learning about hiring and personnel policies and how they affect people, learning how to deal with unfair hiring practices.

Interpersonal Skills - Learning how to communicate effectively with others; learning how to listen, to read non-verbal signs, to speak in a manner that elicits positive reactions.

Learning from the Environment - Understanding the unique history and character of an area or a neighborhood, understanding local politics, understanding the natural ecology of a region, becoming aware of dangers to local or regional ecological balance and how to combat the dangers.

Taking Responsibility - Learning how to organize and manage one's own time, learning how to contract with oneself and with others, defining one's accountability, understanding one's limits, gaining self-confidence.

Research Skills - Locating information and resource persons, distinguishing fact from propaganda, organizing facts persuasively and using knowledge as a means to action.

Activist Skills - Translating concerns and commitment into purposeful courses of action, organizing groups, planning strategies for change, nurturing leadership among community members.

Concepts - Application of knowledge from specific fields of study, identification of new knowledge to be gained.

STEP 2 Identify activities and evaluation procedures

The next step after writing objectives is to identify appropriate activities for carrying them out and the products or evidence that will result from your actions.

Service activities. What are the functions and activities you're being asked to perform? Make a list of these including dates for completion where applicable. Include any meetings you have agreed to attend, presentations you'll make, meetings you'll convene, classes you'll teach, clinics you'll conduct, audiovisual activities, research, etc.

Examine these activities in relation to the service objectives. Are these the activities needed to carry out the objectives? Do any seem off-target? Are any service activities missing that you think *are* needed to carry out the objectives? Make a note to discuss any of these items with your supervisor or project coordinator when you meet to review your service-learning plan.

Evaluation of service. Evaluation should be in relation to the set objectives. How will your supervisor be evaluating your performance? If you do not know this when you're drafting your service-learning plan, be sure to ask for clarification when you review the plan with your supervisor.

Learning activities. List specific activities to carry out each of your learning objectives. These should have completion dates so you can see which tasks you should be doing at any given moment to achieve your objectives. This will make your work more organized, directed and probably more successful.

Also list the resources available to you in carrying out the service project. These might include agency library; professional staff; audiovisual equipment; copying and printing equipment; citywide resources (cultural resources, legal aid, special interest groups, organizations, city agencies); and various kinds of records, reports and studies. Include campus resources related to the service activities such as professors, departments, library, counseling offices and special projects of the institution. Such resources may suggest learning activities and methods for demonstrating what you're learning.

Evaluation of learning. One of the most important parts of your service-learning plan is specifying how your learning will be evaluated and on the basis of what criteria. Setting measurable objectives and identifying activities to carry out those objectives is only part of the process. You need also to list the results or evidence these activities will produce and the means or criteria that will be used to assess the extent to which the results demonstrate achievement of the objectives.

Measurable results may be such things as papers, journals or logs of your activities; lists of resources or books read; evaluations by your supervisor; and evidence of actions resulting from the service objectives (e.g., newspaper articles, letters or other evidence that you conducted a clinic, taught a class or participated in a meeting, or that clients carried out some needed actions as a result of your involvement). Evidence might also include inviting your professor or faculty advisor to observe you carrying out your service activities.

EXAMPLES OF WAYS TO ASSESS LEARNING[4]

1. **Demonstration of a skill.**

   Example: Student demonstrates tutoring skill in a real situation. Faculty member or supervisor observes and certifies competence in the skill area, according to agreed upon criteria (for example, listening skills, preparation, logical methods, sensitivity).

2. **Assessment of a journal, essay or report describing knowledge, understanding or insight gained by student.**

   Example: Student uses locally available resources (e.g., old newspapers, city records, interviews with long-time residents) to write a report about the decline of a neighborhood. Professor or supervisor reads report to assess extent to which student used creativity in gathering data and conciseness and clarity in writing report.

3. **Assessments similar to those used in a classroom course.**

   Example: Student who has worked on a project involving victims of child abuse and has completed a specified reading list is given a test on the psychological and sociological causes of child abuse.

4. **Supervisor's certification of the student's accomplishments.**

   Example: Student's supervisor in an income tax counseling project reviews the student's learning objectives, observes the student helping three different people understand how to complete their tax forms and provides a written description of the student's progress toward each objective according to previously described performance criteria.

5. **Observation of student in a simulation.**

   Example: Student demonstrates skill in answering a crisis hot-line by responding to a simulated call.

6. **Assessment of a product prepared by the student in conjunction with the service-learning project.**

   Example: Student works with consumer advocate group to draft a bill for submission to the legislature on full disclosure of credit terms. Student submits the bill to professor as evidence related to a specific learning objective.

7. **Interview.**

   Example: To learn what the student has been doing, faculty member interviews student who has been helping a neighborhood association campaign for better street lighting; asks the student to describe how the activities relate to the student's learning objectives.

8. **Assessment of person(s) being served.**

   Example: Supervisor interviews neighborhood association members with whom a student has been working on a proposal for the City Planning Commission regarding control of traffic flow on residential streets. The interview consists of questions designed by student and supervisor as relevant to the service-learning objectives.

Chapter IV provides additional suggestions for the evaluation process (pp. 51-57). Although your supervisor and professor may have some ideas on procedures for evaluating your activities (and a campus coordinating office may have evaluation forms to review the project from several perspectives), you can take the initiative in suggesting criteria for the evaluation. Think about the options available to you and discuss them with the individuals involved. The evaluation is not designed to judge you as "good" or "bad" or even a "success" or a "failure." It is a tool to indicate your progress and provide you with insight into your strengths and weaknesses. It should also be an aid in spotting the need for any modifications in your service-learning plan as you go along.

STEP 3 Present all this as a plan for review

These details constitute a service-learning plan – a complete picture of what you'll be doing in the project and how you'll demonstrate to others that you have fulfilled the objectives. You should have the details of this plan well in mind because it will form the basis for final negotiation of the placement with your supervisor and advisor.

Sometimes students wait to complete this plan until they have been in the project for a few days, to get a better sense of what's going on. But don't wait too long. You should negotiate final details of the plan by the second week of your involvement.

There is no fixed format for this plan, but there are some major kinds of information to include, as we have indicated. Here are two examples of service-learning plans with the various components we've described.

SERVICE-LEARNING PLAN: SAMPLE 1

Agency: Agricultural Extension Service, Desert Rock, California.

Assignment: To form a youth club in a barrio neighborhood for urban teenagers who do not respond to the regular 4-H program; to introduce nutrition information to club members.

Time Commitment: Ten hours per week for one semester.

Agency Supervisor: Ernie Powers, Youth Liaison Officer.

Faculty Advisor: Alicia Gibson, Professor of Psychology.

Service Objectives

- To form a club of young people under 15 years of age from the Northside neighborhood by March 1.
- To plan and implement a nutrition education program for the club by May 31.

Service Activities

1. To become familiar with the Agricultural Extension Service, especially its youth outreach program.
2. To become acquainted with the Desert Rock community, especially young people, their parents and teachers at the Casa Loma School.
3. To help draw up club by-laws, elect officers and establish a committee system.
4. To introduce club members to recreational activities and audiovisual materials giving nutrition information.

Evaluation of Service

I will meet with Ernie Powers once a week to:

a. Discuss problems and ask questions related to my assignment.
b. Receive verbal feedback from him about my progress.
c. Upon completion of my assignment, I will have an exit interview with Ernie Powers. There will be no written evaluation from the host agency.

Learning Objectives

- To understand the impact of barrio environment on teenage development.
- To test a variety of organizing techniques that I studied last year in a Social Psychology course.

Available Resources

1. Ernie Powers will give me four hours of on-site orientation.
2. I will have access to the reference library of the Extension Service.
3. I will attend Extension Service staff meetings once a month.

Learning Activities

1. To keep a journal about my expectations and observations of the teenagers; their responses to different organizational techniques; how they change and how I change during the course of the semester.
2. To read ten selected books on adolescent development.
3. To compile an annotated bibliography of my reading list.

Evaluation of Learning

1. Professor Gibson will meet with me once every two weeks to discuss the assigned readings.
2. Professor Gibson will also visit with Ernie Powers and me at the site to discuss the project.
3. I will submit my journal to her once a month and upon completion of my assignment.
4. I will write a short self-evaluation for Professor Gibson, consisting of excerpts from my journal, from my readings and from the feedback that I receive from Ernie Powers during the semester. Professor Gibson will evaluate me on the extent to which my self-evaluation reveals understanding of factors influencing teenage development in the barrio.

SERVICE-LEARNING PLAN: SAMPLE 2

Agency: Greenhaven Psychiatric Hospital.

Placement: The purpose of my volunteer work is to be a role model to a psychiatric patient of my own age.

Time Commitment: From September 18 through December 20.

Mondays:	4-6 p.m.
Wednesdays:	9-12 a.m.
Saturdays:	10-12 a.m.

Service Objectives

1. To teach a patient some of the social skills necessary to function in a nonhospitalized setting.
2. To demonstrate to hospital staff that the patient has learned skills of making a meal and preparing for a job interview.

Service Activities

1. By October 1 I will prepare a profile of this patient to examine her ability to function in a noninstitutional setting.
2. I will present the profile at a staff meeting in early October.
3. I will work with the patient in making a meal, starting with writing a shopping list and buying groceries, then cooking and cleaning up (by October 10-17).
4. I will work with the patient in getting dressed and groomed as though for a job interview (by October 20-27).
5. The patient and I will discuss things one needs to do in order to get a job; we will then stage a job interview with me as the employer and the patient as the prospective employee (by November 1-10).

Evaluation of Service

1. My supervisor and I have agreed that we will have one regularly scheduled meeting each week to discuss my work. My supervisor will observe me whenever possible. Based upon what she sees and what I tell her, she will suggest ideas and techniques for me to try. If I ask to receive feedback on a particular issue, she will make arrangements to observe me. We have agreed that these meetings will be for guidance, feedback and emotional support in dealing with the patient. The emphasis of the meetings will be on helping me to reach the goals of the project.
2. I would like to be evaluated by the agency according to three different sets of criteria:
   a. To what extend did I accomplish my objectives?
   b. What did the patient say about me or learn from me?
   c. What did my supervisor observe about me, my attitude, rapport, effectiveness or anything else?
3. I have been considering the prospect of making a videotape of the patient and myself interacting while we're involved in an activity. Whether or not I make this tape will depend upon the nature of the relationship that I develop with the patient.

Learning Objectives

1. To learn whether I can begin to be comfortable working with psychiatric patients by the time I complete this placement in December. This is a very subjective goal, the success of which will be measured by noting my feelings in my daily log.
2. To resolve my feelings regarding the validity of diagnosing mental patients from observation. I will ask psychiatrists and other professionals how much emphasis they place on the initial diagnosis that is given to a patient.

Available Resources

I have access to the hospital library as well as permission to use the city library. The medical records of the patient will be available for me to read if I am with a staff person. I can use the audiovisual equipment, but I must reserve it ahead of time.

Learning Activities

1. Learn to recognize the patient's symptoms by looking up those symptoms in medical books recommended by my supervisor and professor (by October 1).
2. Isolate each symptom or problem area and do an activity with the patient which involves her functioning in that problem area. Discuss what I observe in my meetings with my professor each week.
3. Write up my profile of the patient as a paper to deliver to my professor.

Evaluation of Learning

1. I will meet with my professor from 4:00 to 5:00 every Tuesday. She will serve as a consultant to me in my work, discussing issues, helping me deal with my own feelings and providing me with information on specific topics. She will observe me with the patient at least once. She will attend the staff meeting when I present my profile and give me feedback on all my projects.
2. I would like to be evaluated by my professor two ways for the purpose of assessing the depth of my understanding of the psychiatric material:
   a. Evaluation of my presentation and paper.
   b. Informal evaluation according to what I can identify that I have learned from the total experience.

Finalizing the Agreement

Service-learning is a form of contract learning. You are entering into an individual agreement with your faculty advisor and placement supervisor that you will carry out specified activities to fulfill stated objectives. The practical skills you gain in formulating this agreement and carrying it out can be extremely useful to you in other endeavors and later in life. These skills include goal setting, negotiating agreements with others and taking action to realize your goals.

Negotiate details of the plan

After you've drafted a plan, meet with your supervisor and faculty advisor to review the proposed plan. This meeting is best viewed as a negotiation and should result in a service-learning agreement between the agency or project, you and your advisor. You may have an actual service-learning agreement form to fill out and sign (see sample, p. 37). This might be provided by your campus or you could provide your own (there's a reproducible form in the back of this guide).

Be sure that you and the supervisor are in agreement on:

1. Your time commitments
2. The service objectives of the project
3. The service activities you will be carrying out
4. Criteria and procedures for evaluating your work
5. How these evaluations will be recorded

Ask the supervisor if the learning objectives, activities and evaluation procedures seem appropriate to the service project from the agency or project's point of view. Ask also if the supervisor could suggest any additional objectives or activities that might be derived. If these fit your needs, add them to you plan.

Ask your faculty advisor to review the entire service-learning plan, paying particular attention to the learning objectives, activities and evaluation procedures. Now is the time to reach an agreement with your professor for receiving academic credit for your work, if you desire it. Describe how specific learning activities will be used to meet requirements in particular courses, if appropriate. Be sure to explore the possibility of integrating your service work into a particular course or program. For example, carrying out a service project and fulfilling your service and learning objectives might be acceptable to a professor in lieu of writing a paper in a given course. The key to whether this is possible or not rests in the kinds of learning objectives you specify and the evidence you produce to demonstrate that you have carried them out.

QUESTIONS TO ASK REVIEWERS OF YOUR SERVICE-LEARNING PLAN

1. Are the learning objectives clear, understandable and realistic? Do they describe what you propose to learn?
2. Do the reviewers have other objectives to suggest?
3. Do the learning activities and resources seem reasonable, appropriate and efficient?
4. Are there other resources and activities you might consider?
5. Do the reviewers foresee any potential conflicts between your service responsibilities and learning objectives?
6. If so, what modifications can be made in either service or learning to alleviate the conflict?
7. Does the evidence seem relevant to the various objectives? Would it demonstrate to others that you had met the objective?
8. Is there other evidence you might consider?
9. Are the procedures and criteria for validating the evidence clear, relevant and convincing?
10. Do the reviewers have other suggestions for validating the evidence?

Summarize the plan into a service-learning agreement

A service-learning agreement is a written statement of the expectations for a service-learning experience held by the student, agency supervisor or project coordinator, and faculty advisor. It summarizes your service-learning plan in relation to the service you've agreed to provide (the service objectives) and the things you want to learn from the experience (your learning objectives). Such agreements are essential to any service-learning experience, whether academic credit is given for that experience or not. Some schools use two separate agreement forms – one for service (between student and agency) and one for learning (between student and school). The example in this guidebook combines the two into one form.

The agreement will be at least a two-party agreement between you and your placement supervisor or project coordinator. In some cases it may be a three-party agreement involving also a faculty advisor.

The agreement is not a legally binding document but it does serve to make clear each party's responsibilities. The reason that tasks and responsibilities are spelled out so clearly is that you want to eliminate any discrepancies between the way you and the supervisor see both of your roles in the project, and what the faculty advisor or professor may expect you to gain from the project. Sometimes a faculty member will require that a student do something that an agency, for one reason or another, cannot permit the student to do. From the outset, communication regarding expectations and objectives should be very clear among all participants so you don't get caught in the middle of misunderstandings.

Have all involved parties sign the service-learning agreement and see that each has a copy of the agreement for reference during the project. Be sure you have specified how the agreement might be revised, if this becomes necessary or desirable as the work progresses.

When a service-learning activity is course-related, campuses usually insist on having the faculty advisor in a given discipline sign off on the content or learning nature of the agreement, while the placement supervisor signs off on the service activities that have been specified. If there is a campus coordinating office for service-learning placements, that office may sign off on the placement and the negotiating process, certifying that all participants in the project have been in communication with each other and are in agreement.

A sample service-learning agreement is presented on the following page. The format may differ from campus to campus, but the basic elements of the agreement will probably be present.[5] It should be noted that some campuses refer to these as "contracts" rather than agreements. We have chosen to use the term agreement to represent the negotiated nature of the commitments, and to avoid having the agreed-upon commitments or responsibilities be construed as legally binding.

Two notes on the form we've illustrated:

1. The top section includes a "Comments" line. Use this to clarify any time commitments, if necessary. If the completion date is not firm, for example, indicate terms of the arrangement, including your obligation to inform your supervisor in advance of completion. Also, student holidays that interfere with the schedule should be noted here.
2. The signed statements on Side Two reinforce all parties' agreements concerning the service-learning project, supervision and evaluation. Some campuses also include a statement for the student concerning commitment to abide by standards of professional conduct and confidentiality, with respect for the privacy of service recipients. This is an important concept for service-learning and should be fundamentally understood by all concerned.

Endnotes

[1] Richard Graham, "Youth and Experiential Learning," in *Youth: The 74th Annual Yearbook of the National Society for the Study of Education* (Chicago: University of Chicago Press, 1975), p. 183.

[2] Dr. Ivan H. Scheier, "Need Overlap Analysis: A Technique for Job Development," *Synergist* 3 (Winter 1975). 14-17.

[3] Adapted from John Duley and Sheila Gordon, eds., *College-Sponsored Experiential Learning: A CAEL Handbook* (Columbia, MD: Council for the Advancement of Experiential Learning, 1977), pp. 18-19.

[4] Based on Forrest, Knapp and Pendergrass, "Tools and Methods in Evaluation," in Morris Keeton, ed., *Experiential Learning: Rationale, Characteristics and Assessment* (San Francisco: Jossey-Bass, Inc., 1976), pp. 169-170.

[5] Additional information on service-learning agreements is available from the National Center for Service-Learning.

Side one

SERVICE-LEARNING AGREEMENT

Project Information

Student's Name: Mary Whitefeather — Telephone: 555-0065

Student's Address: 710 S.W. Second Ave, Twin Rivers

Project/Community Organization: Native American Land Project — Telephone: 288-9725

Project Address: 825 S.W. Third, Twin Rivers

General Purpose of Project: obtain tribal rights to treaty lands

Job Title: Communications Coordinator

Supervisor: Joseph Bear — Telephone:

Beginning date 1/2 Hrs./Week 15 Complettion date 3/20

Comments:

Service Objectives and Activities

Please describe below (a) the service objective you intend to pursue in this project (e.g., "Assist community residents to convince landlords to upgrade rental units"), (b) the methods you will use to achieve your objectives (e.g., "Research tenants' legal rights, available means of redress"), and (c) the evidence you will present to show you have achieved your objectives (e.g., "Documented improvements in residences OR brief case histories showing efforts that were made and the results"). I will assist Native Americans to become aware of lands that are rightfully theirs by treaty by conducting research and interviews and (1) producing articles for the February, March and April newsletters of the Native American Land Project and (2) convening two community meetings to discuss findings and future needs. The articles will document the historical occurrences leading to the loss of lands, the locations and boundaries of treaty-granted lands and current actions of Native Americans in regaining their lands.

Learning Objectives and Activities

Please describe below your learning objectives for this project (e.g., "Understanding the rights of tenants and available means of redress"), the methods you will use to achieve your learning objectives (e.g., "Research in libraries, interview lawyers, talk with community people and agency staff who have had success in the area"), and the evidence you will use to show you have achieved your objectives (e.g., "List of books read, records of interviews; as a final project a paper summarizing project efforts, results and future recommendations").

1. To understand the information needs and awareness level of this community's Native Americans, I will interview individuals and describe my findings in newsletter articles.
2. To understand the historical and social conditions which led to the Native Americans' loss of their rightful treaty lands, I will research historical records and existing literature. My research findings will be prepared for the newsletter and as a summary paper with a bibliography.

Continued

Side two

Student

As a student committed to a service-learning component in my education, I agree to devote 15 hours per week for the time period 1/2 to 3/20 in the fulfillment of the service objectives described above to meet academic requirements of this service-learning experience.

Mary Whitefeather — 9/15
Name — Date

Student Supervisor in Community Organization

As supervisor to M. Whitefeather, I hereby agree to guide his/her work done under my direction (as outlined above), and to submit a final evaluation of the student's work.

Joseph Bear — 9/28
Name — Date

Project Coordinator

I agree to monitor the progress of ________________, to assist the supervisor in any capacity pertaining to the student, (OPTIONAL): and to certify the student for ________ credits upon completion of requirements specified in the student's learning plan.

________________________ ________
Name — Date

Faculty

I have examined Mary Whitefeather's learning plan (described above) and find it satisfactory. Upon my evaluation of newsletter articles and summary paper and other classroom requirements
(evidence student will submit to demonstrate achievement of objectives)
(if any), I will award 3 credits for the class SOC 216: The Native American Experience.

Wilton Francis, Professor — 9/30
Name — Date

PROJECT MANAGEMENT
SKILLS

GET THE MOST FROM
YOUR PROJECT

EVALUATE YOUR
EXPERIENCE

INITIATE A NEW PROJECT

CHAPTER IV

Getting the Most from Your Project

Introduction

The following chapter is intended to help you prepare for and carry out service-learning activities in the most satisfying way possible to realize both service and learning objectives. The chapter is organized into the following sections:

1. Understanding Your Service Role
2. Reflecting on What You're Learning
3. Common Problems
4. Evaluating the Experience

Understanding Your Service Role

Many campuses have excellent manuals for volunteers or service-learners, filled with information on what to expect in placements, how to prepare for them, rights and responsibilities of volunteers and other useful information that helps to prepare individuals for the service experience. We hope your campus has such a manual If not, the following section can help you get ready for a service placement.

Why the need for orientation?

As with any new situation, you need to understand some basics:

1. Your responsibilities
2. Standards for behavior, dress and professionalism
3. Supervisory relationships
4. Where to turn if you have problems
5. Who your co-workers are
6. Where you will be working
7. What you'll be doing and how others have dealt effectively with such assignments

Orientation to the new experience should make you feel wanted, welcomed and valued. It should relieve anxieties you may have about the project, at least to the point of telling you what you need to know to begin serving effectively.

> *If the sage would guide the people, he*
> *must serve with humility.*
> *If he would lead them, he must follow*
> *behind.*
>
> —*Lao Tsu*

Who will help you get oriented?

Your supervisor will probably provide at least an informal orientation to the service work you are expected to perform. If your campus has a central coordinating office for placements, that office may also provide orientation sessions for off-campus learning.

In addition to your supervisor, co-workers are your best source of information about the work situation. And if you are working directly with clients, you can also learn much from them about their needs and your responsibilities.

What kind of orientation is needed?

If orientation sessions are planned for volunteers, they usually take the form of briefing sessions at the agency, group discussions with members of the community, and role-playing sessions or "apprentice" sessions where you learn specific skills from professionals.

Ideally, you will be oriented in the community setting where the project will operate. This will help you understand the context for the service. Finally, it usually works well if during the first few weeks of a placement, you have a specific person assigned to you – a staff person, experienced volunteer or your supervisor – who can answer questions on the spot and provide immediate feedback.

Some service-learning programs utilize a pre-field seminar course designed to bridge the gap between the college or university and the service placement. This course might be on campus or at an agency. Such a course usually covers –

- Developing an understanding of the roles to be played by the service-learner, the agency and the university
- Developing skills needed in the service placement, including interpersonal skills
- Developing systems for managing responsibilities on the job (planning, evaluation, research, management by objectives, etc.)

What do you need to know?

Agency staff say generally that they need two basic things from students who volunteer to work for them:

1. The technical skills that will help the agency respond to the needs of people in the community.
2. The "proper" attitude toward the work and the people being served.

Determining if you have the **needed skills** is something that should be negotiated between you and the service agency or project director when you are discussing requirements needed for the service work. This is part of determining if the placement is an appropriate one for you (see Chapter III). There may be some skills you want to sharpen before beginning the service activity. Identifying these and determining how you can enhance your abilities in these areas is part of preparing yourself for the service.

The other part of your orientation is the question of **attitude**. Certainly you'll need a commitment to serving your community. If you didn't have such a commitment you probably wouldn't be reading this guide. But it is important that your commitment be grounded in reality. Above all, service-learners need a realistic sense of what they may be able to accomplish and what they probably will not be able to accomplish.

Preparation for service-learning should include practical information on how to deal effectively with paperwork (an inevitable part of service agencies and projects receiving state or federal funds) and how to make the most of the time actually spent with clients. You need to be prepared to deal confidently with the service work, your supervisor, the client and the variety of situations you may encounter. Try answering the following questions after you have been in a new placement for a few days:

1. **Who** does what in your work situation? Who is responsible to whom? Who are good sources for special types of information? Which names and telephone numbers should you know?
2. **What** are your responsibilities? What specific things are you expected to do on your own? To monitor regularly? To look out for?
3. **How** does work get done? Do individuals help one another or is work carried out independently? Are there unwritten codes of behavior? (These may be very important and require your close attention.) How can you tell if you're doing what needs doing?
4. **Where** are needed equipment or materials kept? Where can answers be found?
5. **When** are the critical deadlines?

There are other things you may need to know, too, based on the kind of service you're delivering. Skills necessary to the service project should have been specified on your job description. Such skills might include –

- Counseling techniques
- Active listening and feedback
- Non-verbal communication techniques
- Responding to children's messages
- Crisis intervention
- Advocacy

If you desire to improve your skills in areas such as these and your campus or project staff have not provided orientation sessions in these skills, pursue learning what you need on your own by asking agency staff, university counseling staff or faculty in the counseling department if there are workshops you may attend for such skill-building. Preparation in these kinds of skills is often available off-campus through community service groups, counseling centers, churches or educational institutions.

What are some basic guidelines for your performance?[1]

Here are six tenets of service-learning, for a start:

1. Only make promises you're positive you can keep. By being responsible you'll build trust.
2. Invest 100 percent of your attention.
3. Stop, look and listen. Don't be judgmental or quick to criticize.
4. Be patient; change doesn't happen overnight.
5. Hang in there; a lot can be learned from the rough times as well as the smooth.
6. Maintain your sense of humor.

Ground rules for volunteers working directly with clients include dependability and confidentiality. You have made a commitment to your service-learning setting for a certain number of hours each week and for a specified period of time. You are expected to honor that obligation. You may want to observe a sign-in procedure at your service site, initiating this with your supervisor even if the agency does not have such a procedure. This can be very useful to you and the agency for insurance purposes and it also provides you with a record of your involvement as part of the documentation of your experience.

In addition, you'll want to consider the following:

1. **Honest communication.** To build lines of open communication in your relationship, you will need to accept the initial skepticism of your client. Do everything you can to help your client see that an honest appraisal of a given situation can point the way to a solution, that consistent honesty builds respect, and that real communication provides help.
2. **Giving and sharing.** These are equally important in your relationship as a volunteer. Generally, gifts to clients are not a good idea except in small amounts for special days like birthday, Christmas and graduation. Give your time, attention and concern. These gifts cannot be bought or duplicated and will be really valued by the person you are helping. However, don't deny your clients a chance to give you something in return. Sometimes a small gift helps a person express appreciation.

   Share the experiences and feelings that you feel comfortable in expressing. Sometimes, discussing one of your problems with your client helps place the two of you on a more equal level. In sharing a common problem, you can develop empathy for each other. Be careful not to overwhelm your client with your feelings, however.

3. **Problem-solving.** It is hard to build someone else's ability to cope with situations. Identifying the aspects of your client's problem is the first step in this process. Frequently, you have already heard your client's problem before you meet. If the problem has already been outlined to you, make every effort to be objective and open. Use the background that the agency gives you for reference but establish your own base of information, letting clients explain needs in their own terms. Many times the client will relate his or her problems quite differently than you have heard secondhand. Whether the client's perception is "right" or "wrong" is not crucial; you will have to deal with that perception. Try to work within this frame of reference while gaining additional information. Remain as unbiased as possible in order to allow the client to develop an independent perspective and personal solution.

4. **Facilitating rather than directing.** Solving problems is a basic function of community service. Students may be required to practice skills of intervention, crisis response, advocacy and assertiveness. Service certainly involves the ability to explore options creatively. In working out solutions to problems, however, service-learners should think of themselves as aides to those being served, and should foster leadership within the community group itself. **A guiding principle to keep in mind is that service-learners or volunteers should not have decision-making power in a citizen's group in which the service-learner has no organic, personal, continuing stake.** This is often a difficult distinction to make, but it should be pursued if ownership of the service is to remain with the persons being served.

What are your rights and responsibilities as a volunteer?

Several service-learning or volunteer projects around the country have published statements of the rights and responsibilities of volunteers.

The following are examples:[2]

Rights

1. To be treated as a co-worker.
2. To be carefully interviewed and carefully assigned.
3. To know as much as possible about agency organization – policy, people, programs and activities.
4. To receive orientation, training and ongoing supervision for the job expected.
5. To receive sound guidance and direction.
6. To have a variety of field experiences.
7. To pursue leadership roles.
8. To voice opinions and to have ideas included in the planning of programs, activities and curriculum.
9. To do meaningful and satisfying work.
10. To be evaluated and to receive letters of commendation based on service completed.

Responsibilities

1. To be open and honest at your site from the beginning.
2. To understand commitments of time and tasks and to fulfill them.
3. To participate in evaluation when asked to do so.
4. To share thoughts and feelings with staff, including making your learning objectives clear to the people with whom you'll be working.
5. To respect confidentiality.
6. To seek honest feedback.
7. To serve as ambassadors of goodwill for the project.
8. To be effective advocates for change when it is needed.
9. To enter into service with enthusiasm and commitment.

If your service-learning plan involves you in a personal relationship with a client, it is especially important that the client clearly understands the nature and duration of the relationship so that when your placement ends and you leave, the client does not misinterpret your leave-taking as a rejection. Remember that although you may live on a semester schedule that includes extended holidays, you may very well be working with people who are lifetime residents of an institution or community from which there *is* no leave taking.

As the project progresses, you may agree to attend certain meetings or work on additional projects not described in your service-learning agreement. Amend the agreement with your supervisor whenever needed. And remember to follow through on whatever you say you'll do, whether it is written into the service-learning agreement or is simply an informal agreement.

Try to anticipate any problem which would prevent you from keeping appointments with the people you are serving. Naturally, unforeseen situations may arise which prevent you from carrying out your assignment. If such a circumstance should occur, inform your volunteer supervisor immediately.

You are also expected to respect the privacy of your clients. This means not talking about your client's problems, concerns and needs in everyday conversations with your friends, family, professors, colleagues and so forth. This is a cardinal rule with social workers as well as all volunteers. When neglected, it can and probably will cause problems.

Reflecting on What You're Learning

The highly individualized learning that you're doing in the community requires time for reflection so you can take a look at what you're learning, relate it to yourself and generalize from it to other experiences. Reflection is an essential part of "experiential learning" – learning from direct experience.

There are several ways of reflecting on your experience that can be useful to you in service-learning; hopefully you can provide for all of these:

1. Keeping a journal of the experience
2. Regular meetings with supervisor and faculty advisor
3. Interaction with other service-learners

Keeping a journal

One useful way of keeping track of what you're learning and the kind of service you are providing is to keep a personal journal or log of your activities. Keeping a journal may, in fact, be required for field experiences directly related to course work.

Whether a personal journal is required or not, it's a good idea to keep one. It causes you to think about your experiences and can help give you insight into what you are experiencing and how you are feeling about it. It can also give you a useful record of your service and learning.

To be most effective for you, the journal should not be merely a log of events. It should be a means for you to analyze the activities you are performing and the new things you're learning, to recognize important events and to relate your stated service-learning objectives to what you perceive you're learning and doing.

Look afar and see the
end from the beginning.
—Chinese fortune
cookie

MAKING JOURNAL ENTRIES

Make daily entries in your journal, if possible.

1. *First, write an objective account of the daily events that occur.* Try to remember everything that happens. Don't make any inferences, just write the facts.
2. *Next describe your feelings and perceptions about what happened during the day – about your behavior and the behavior of others.* This is your subjective account of the day.
3. Look back at your service-learning agreement and *reflect on how the day's events relate to your service and learning objectives.* Are stated objectives still appropriate? Do you see the need for changes? Maybe a concept in a class came alive for you out in the field, or maybe you'd like to test a theory the next time you go to your service-learning site. These are generalizations you can draw from the experience. If you do begin to alter your objectives, be sure to inform your supervisor and professor of the revisions. Your objectives can change as your perception of the situation changes, but it is essential that you make note of what is changing so that it can be taken into account when you review the entire experience.
4. Finally, while you have the day's events fresh in your mind, *outline actions for your next contact* based on what you feel you learned during the day or any problems or needs that have surfaced. Use your log as an "agenda-setting" tool.

You might format these four kinds of information as follows:

Daily Events	Perceptions	Generalizations	Action

By using columns, you can add to the journal in the appropriate place as more information and experience come into play. For example, in the "Daily Events" column you may note some interesting perceptual behavior by a small child. Two weeks later in a Child Growth and Development class you may be introduced to some developmental theories that explain the child's behavior. Then you can easily go back to your journal to note the linkage between the "Daily Events" observation and "Generalizations" that can be made. Generalizations might also be initiated by a lecture, something you've read, a television program, conversation over a meal or lying awake in bed staring at the ceiling.

One of the enjoyable things about keeping a daily journal is that it is an immediate way of processing your thoughts and actions. Journal writing helps some people organize their thoughts and beliefs and forces them to think more clearly – a process well understood by the letter writers of long ago. Because you are writing about the experience just after its occurrence, you should be able to recapture details and feelings. Another good thing about keeping a daily journal is that you have the opportunity to verbalize all the things you actually accomplished during the day. You may be surprised at how much you do when you are involved in a service activity. This, needless to say, can be very reinforcing, especially if you feel that you are not reaching your objectives fast enough.

The journal becomes a record of your growth and development during a given period of time. It documents what you've accomplished, which can prove to be of great interest later; whether it be a week or ten years later, looking back at the journal will probably teach you something about yourself.

CONFIDENTIALITY

The journal belongs to you. You should reach an agreement with your supervisor or campus advisor or anyone else who may be seeing your journal about the confidential nature of what you are disclosing. You do not want any information about your service experiences or clients to be used to the detriment of anyone involved. At the same time, you want to be free to analyze and reflect freely on the experience for the purpose of your own learning. One way to be open in what you write but maintain confidentiality is to keep the journal as your own personal document and then summarize developments relating to service and learning objectives separately for your advisor and others. Another way is to use fictional names for the community participants.

HINTS IF YOU'RE HAVING TROUBLE GETTING STARTED

Some students have difficulty expressing themselves in writing. Even the most practiced writers experience "blocks" to getting their ideas and feelings down on paper. Here are some ideas for getting "unstuck":

- First of all, don't put off writing until you're inspired. No matter how painful it seems, simply put pen to paper and write. Write anything and do *not* evaluate it and do *not* wait for just the right words and thoughts to come. Get started on anything about your experience. Don't worry about capturing the whole experience or the most meaningful one. Start with what's most reachable in your thoughts.
- If you're still stuck, talk about your experiences to a friend or advisor before sitting down to write.
- Talk into a tape recorder to express what you're feeling. Transcribe the tape or simply listen to it. Then write in your journal.

Writing is thinking. It is more than living for it is being conscious of living.
—Anne Morrow Lindberg

EXAMPLE OF DAILY JOURNAL

A. List the events that occurred today.

1. I met Sara at Greenhaven this morning. We decided to go to a store to look at clothes that would be appropriate for a job interview.
2. We thought it would be a good idea just to go window shopping, but not buy anything. It was a first step in helping Sara to plan to look for summer work.
3. We went to the store and she was terribly disruptive. She pulled things off the racks and dropped them on the floor.
4. We left the store and I took her to get some ice cream. We did not discuss the store experience, but made small talk.
5. I walked Sara back to Greenhaven and we agreed that we would meet again at the same place and the same time next week.

B. Describe your feelings about what happened today; your behavior and the behavior of others.

1. I was very excited about meeting Sara today. I thought that window shopping would be the perfect activity for her because:
    - It would involve getting a realistic understanding of some of the preparations necessary for getting a job.
    - It would help Sara develop an awareness of the world outside the hospital – social mores, styles and other people.
2. Sara was very responsive, probably not so much to the idea itself as to the prospect of receiving my full and undivided attention.
3. When we were in the store, her behavior was so unsocialized that I was really embarrassed by her. This was something I had not anticipated and, frankly, I felt guilty about feeling so embarrassed. I must have been asking her to use social skills she didn't have.
4. I realize now, four hours later, that I was so mortified by Sara's behavior that all I wanted was to get out of the store as fast as possible. I had such guilt over feeling embarrassed, I guess I felt I had to "repay" her with something, so I bought ice cream.
5. I now feel badly about my own behavior and poor planning, especially because we didn't discuss the experience when we were in the ice cream parlor. I see that as being avoidance on my part. I should have directed the conversation to deal with the issues at hand. I can't wait to see my supervisor, Sara's psychiatric social worker, tomorrow to discuss what happened.

C. How did today affect your list of learning goals and objectives? What are some generalizations you can draw?

I still think my long-term objective, to have Sara learn adaptive behaviors for non-institutionalized living, is a valid one and so is the short-term objective of preparing her for a job interview, including being in the proper attire. I think we might have started dealing with apparel in a less threatening environment. I think she was overwhelmed by all the people, lights, colors and noises. It would make it much easier for her to learn to trust me if there were fewer distractions and stimuli to deal with. Also, she must have felt a little inadequate in that situation.

D. Plan for next time.

First I'll ask Sara if she'd like to look through magazines to get an idea of what people wear to work. Then we'll go looking for clothes in a small, quiet store. But I also want to discuss this situation with my supervisor at Greenhaven to see if there are some other ways of working with Sara on the subject of dressing for a job interview.

N.W.CLEANUP
-14-

Regular meetings with supervisor and faculty advisor

Consider developing some guidelines for the kinds of support, supervision and ongoing feedback you want to receive from people involved in your service activities. Think about your needs for support and feedback and discuss these with your supervisor and faculty advisor. These individuals will be valuable resources to assist in resolving problems and gaining insight.

Conferences with your supervisor will help you understand that person's perceptions of how you are doing. They also provide an opportunity to discuss any problems you might be having and any ways you might be able to improve your work.

Interaction with other service-learners

You can benefit greatly from the support of others who are involved in the same or similar experiences. A campus coordinating office could help students become acquainted with other volunteers and arrange for periodic meetings for mutual support and discussion of issues. Or you might arrange such gatherings yourself, perhaps with your faculty advisor's assistance.

Such sessions might be formalized into seminars. Some campuses, for example, offer seminars on problems and issues of service-learning in conjunction with placements, or on topics such as ethics in public service administration.

Whether formalized or not, opportunities to talk with other service-learners should provide time for discussing what you think you're learning, especially in terms of interpersonal skills, problem solving, decision making, planning and human understanding.

> *The biggest problem in the world could*
> *have been solved when it was small.*
> *—Lao Tsu*

Common Problems

Unexpected difficulties can arise, even in the best planned service-learning projects. Students often find themselves going through periods of frustration, boredom or disinterest and perhaps even disillusionment as they move through different stages of their service work. The next few pages are intended to help you become aware of potential difficulties and what to do about them.

Knowing where to turn

Establishing open communications with your supervisor will not only prevent most problems, but will also provide the best means of solving problems that may crop up. If your placement is out of state, your supervisor can provide tips on housing, transportation and social events. If it is a problem with your assignment or other employees, the supervisor is the logical mediator. The purpose of a supervisor is to insure that you have a valuable experience, so go there first.

If for some reason a problem cannot be worked out between you and your supervisor, contact the campus service-learning or placement coordinator or your faculty advisor at once. Service-learning or field placement staff on campus are your trouble-shooters. They can act as confidential counselors to both you and your supervisor. If you have any problems relating to your placement or aren't getting the feedback you need from other sources, contact these people. Their job is to maintain a good relationship with your agency, to solve problems for volunteers, and to get the information *you* need. Don't hesitate to call them at any time, especially in emergencies. It is important that any problems be handled immediately – before they become major deterrents to both service and learning.

Some unpleasant things are bound to get in your way and frustrate you. These could range from a "bad" day now and then to failure to meet an important objective. Even painful and negative experiences can result in much learning, however. Such experiences teach us about ourselves, about organizations, about human relationships.

Both your faculty advisor and supervisor can help by giving you new ways to think about a particular problem or experience. In addition, if you are serving in an agency, its personnel office may have counselors in whom you can confide about sensitive work problems.

Internal problems such as frustration, boredom and disillusionment

Frustration is almost an inevitable by-product of working with people and their problems.[3] Many people deal with frustration by running away from the problems which cause it. If service-learners do this, it may eliminate the frustration for them, but it isn't a very mature way to help the people whose problems remain.

To lessen frustration, first identify its source, then discuss your problem and feelings with your supervisor, campus coordinator or faculty advisor. Ask them to help you arrive at an appropriate solution. Common causes of frustration include:

- **Unrealistic expectations.** Much of our education, which is isolated from real, concrete problems, encourages us to think that problems are easily solved. You may be expecting too much change, or perhaps change in too short a period of time.

  Evaluate the assistance you have been giving. Perhaps the changes and progress have been too subtle for you to detect. Perhaps the progress you desire requires a longer period of time. Your supervisor can help you establish realistic expectations.
- **Lack of skills.** The problems you are working on may require skills you have not yet learned. If there are skills you need, discuss the possibility of training with the agency staff. Perhaps you can participate in staff inservice training programs.
- **Incompatibility with client.** You and the person you are helping may have personality differences and conflicts which prevent you from working well together. Conflicts and personality differences can be discussed with the staff and often resolved. This can be a valuable learning experience for you. If this is not successful, perhaps you may want to discuss working with another client.

Sometimes volunteers begin to experience **boredom** or **disinterest** after they have worked in a program for a while. As with frustration, try to locate the source of your boredom and discuss the problem with your supervisor and advisor. Common causes of boredom and disinterest include:

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INITIATE A NEW PROJECT

- **Repetition.** You may be doing the same things over and over again. This may be due to restrictions placed on you by the agency, or your own lack of imagination and resources. Discover other kinds of work you can do that would help the agency and people with whom you are working. Perhaps you can do some new and different activities with the people you are helping which would add enjoyment and reward to the experience.
- **Frustration.** If frustration is not dealt with constructively, it often leads to disinterest and withdrawal. As noted earlier, identify sources of frustration and discuss these with your supervisor.
- **Incompatibility of the work with your interests.** If you find you are not interested in this kind of work, hopefully you will discover this early in the placement. Take time to reflect on the experience and do some self-assessment to determine what your interests are (see Chapter II). If at all possible, try to carry out your service-learning commitment, but if it becomes necessary to change to another program, discuss this with the staff where you work. Explain why you want to change.

Disillusionment with the type of service being provided, agency staff or even the community people being served may be a natural stage of involvement in service work. Many volunteers have described going through cycles in their placement.These cycles have been described as (1) disillusionment, (2) depression, (3) rejection of the setting, (4) reflection or period of self-examination and (5) acceptance and return to the setting, also described as a reassertion of purposes that are more focused on the volunteer's own personal resources. These can be viewed as phases of adjustment to the service setting. They involve you in learning to deal with the realities of a situation rather than with what you think things should be like. If you know beforehand that it is not unnatural to encounter such feelings, you may be better equipped to cope effectively with them.

Misinterpreting cultural norms of the people you're serving

Interviews with people coordinating volunteer programs confirm time and again that volunteers, especially if they are from different socioeconomic or ethnic backgrounds than the community being served, must be sensitive to the community's norms. The examples frequently given are that students must be aware that most minority communities are quite conservative when it comes to hair length, dress and behavior, even though some members of a given community may not themselves exhibit that conservatism. For example, in Appalachia project coordinators have stressed the need for a dress code for volunteers. They note the need to conform to the expectations of the community that the volunteer workers will not go barefoot and shirtless, even though some of the local residents do. It is a question of the volunteers meeting community expectations and establishing credibility for themselves, rather than emulating local attire to look like part of the group.

Project coordinators in black communities have offered similar advice. Here's one example:[4]

> Those white students who come in with Afros are completely rejected. Blacks do not want white volunteers to look like blacks. They want them to look like white volunteers. They have to be themselves, or at least they have to be what the black community thinks they should be.

Turnover among student volunteers

One of the most difficult problems for service-learners is the fact that students usually get involved in projects for relatively short periods of time. A student may be working on a service project for one term or the summer. Just when the student begins to be good friends with the people being served or begins to get involved in the community, the student leaves because of vacations, changes in class schedule or graduation. The people in the community may never see that volunteer again. Sometimes, particularly when volunteers are working with children, those the student has been working with feel betrayed and are reluctant to get involved with volunteers again.

This really is a problem for project coordinators to deal with, but service-learners should be aware of the difficulties their short tenure can cause, of their responsibilities to the community, and of the need to focus their objectives on short-range, doable tasks so they *and* the community see tangible results from their efforts, even in short periods of time. It is also essential that community people know from the outset how long a given student will be involved so expectations are as realistic as possible.

External problems

Some problems may be caused by variables in the service setting. You may encounter problems in role relationships between volunteers and professionals; feelings of being exploited by the agency; lack of real agency commitment to the volunteer project; poor supervision, communication and feedback; or even questionable practices. As noted earlier, the secret for dealing with such problems is early detection and discussion with persons *not* involved to analyze the situation and your alternatives. The following are a few observations about some of the problems to guide your analysis.

1. **Professional resistance to volunteers.** You may occasionally encounter a professional staff person at an agency who dismisses your work as inconsequential or regards you condescendingly. In extreme cases you might even run into resistance to your efforts. Such reactions usually come from a misunderstanding of the volunteer's role in relation to the roles of professional service staff.

   What people tend to forget is that all social services begin with volunteers; only later, with time and continuing need, do these services become institutionalized, funded and staffed by professionals. Nevertheless, you as a volunteer need to respect what the professionals bring to their service work – just as they should respect what volunteers bring to the work. Remember that staff people work at an agency full time. They may not be able to come and go as volunteers can; consequently their point of view may be different from the part-time student volunteer's.

   If someone is having difficulty understanding your role as a service-learner, you may have to work doubly hard to show that person that you have a clear sense of what you're doing and why, that you respect their expertise, and that you are as committed to the service objectives as you are to the learning objectives. You should also inform your supervisor immediately if you see a potential problem so that together you can deal with it in whatever way is most appropriate.

2. **Feeling exploited.** Volunteers sometimes feel exploited by an agency. The difficulty probably is in the lack of a clear definition of the volunteer's role and responsibilities. If you and the agency have agreed on certain roles, tasks and responsibilities for each other, you should have a clear statement of what is definitely your job and what is not. If you think you are being exploited, tell your supervisor what you have been asked to do and look at the request in relation to what is written in your job description and service-learning agreement. You and your supervisor can develop a solution from that point on.

3. **Unfair or questionable practices.** Although fortunately not a common problem, you may find yourself confronted with situations which involve inadequacies in the delivery of service to clients, ineptitudes on the part of service agency staff (perhaps even your supervisor), and sometimes even questionable professional practices.

   If you perceive problems such as these, consult your faculty advisor or campus placement coordinator – preferably both. Together discuss who is involved in

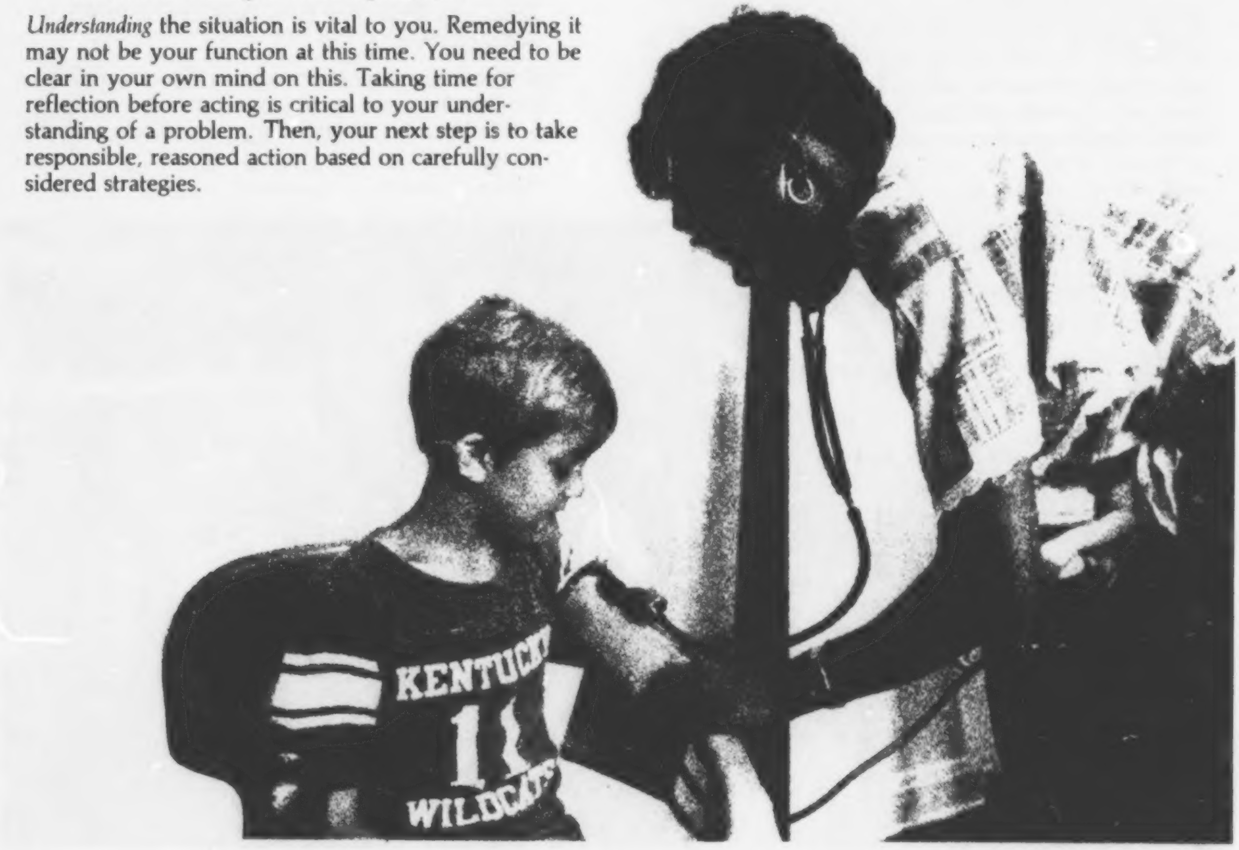
what you have observed, try to separate fact from supposition, and examine the situation objectively from all sides. Then consider all the alternatives open to you for affecting the situation:

- What is the likelihood of you being able to effect a change?
- Are there advocacy groups in the community with a legitimate role to play in responding to such a situation?
- Are there administrators in the organization you should consult?
- Are there others to contact to see if they perceive the situation the same way you do?

Your selection and rejection of possible alternatives will depend entirely on the given situation. The important factors in your action are as follows:

- Review your observations critically with another person *not* associated with the situation or agency – your faculty advisor, for example.
- List all the alternative courses of action you can think of, including advocacy groups in the community with a legitimate role to play in remedying situations of this kind. Remember that alternatives are not "either/or." Also, it is *not* copping out to turn a problem over to a group with responsibilities for dealing with such problems.

Understanding the situation is vital to you. Remedying it may not be your function at this time. You need to be clear in your own mind on this. Taking time for reflection before acting is critical to your understanding of a problem. Then, your next step is to take responsible, reasoned action based on carefully considered strategies.



PROJECT MANAGEMENT SKILLS
APPENDICES
REPRODUCIBLE FORMS
INITIATE A NEW PROJECT

And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.
—T.S. Eliot

Evaluating Your Experience

An important part of carrying out a service-learning agreement is to monitor progress toward the objectives you've set forth. Particularly during long-term projects, you may need to redefine objectives periodically. Establish procedures that allow you and those advising you to review progress in relation to stated objectives so you can make revisions if necessary. Discuss at the outset such questions as how often to meet to assess progress, the criteria or standards you would like to use in measuring your accomplishments, and the criteria your advisor or supervisor feels are necessary for such evaluation.

Periodic and final evaluations will be important elements in issuing grades and credit for your experience, if these are part of your arrangements. Regardless of how they will be used, however, evaluations should be written. This way they comprise a permanent record of your experience that serves as evidence of what you've learned. You can draw from this record for future purposes, both academic and career-related. Some campuses advise their students to open a credential file in the college's Placement Office and then to have supervisors of off-campus experiences send written evaluations for the student's file. If you're doing this, ask your supervisor to write an evaluation for you and provide a stamped envelope addressed to the Placement Office. The Placement Office may have reference letter forms for this purpose.

Written evaluations and clear documentation of activities that have been performed provide good information for résumés, too. They give you a record of your accomplishments, experiences and qualifications. Nonpaid work experience is becoming widely accepted by employers and admissions officers, so use good evaluation procedures to insure that you can make the most of your volunteer experiences.

Basic evaluation procedures

The procedures for assessing service-learning performance are generally as follows:

1. Determine the methods that will be used to demonstrate or provide evidence of achievement of objectives. These should be determined at the outset, along with your objectives (see Chapter III).
2. Establish criteria by which your demonstration or evidence will be assessed in relation to the objectives of your service-learning agreement. These should also be determined at the outset so you know all the ground rules for evaluation of your performance.
3. Arrange the necessary meetings that allow you to demonstrate what you're learning and accomplishing.
4. Provide for a written record of your service and learning achievements. If you're writing a final report, determine in advance who will keep a copy of it.
5. In addition to written evaluations, you could arrange a conference where your supervisor, faculty advisor and you discuss the *whole* experience.

Evaluation is needed on several levels:

1. The quality of the service from the client's point of view.
2. The quality of the service from your point of view as service provider and from the agency's point of view.
3. The quality of the learning experience from your point of view.
4. The quality of the learning experience from the faculty point of view.
5. Your own personal growth as a participant in the experience.

The criteria for measuring your success as a service-learner should be derived from the identified community need you are meeting. Look at your activities from the community's point of view. Are you meeting the client's needs? Are you ready for what needs doing? Can you set aside what you'd *like* to do in favor of what's been identified as needed? Are you taking responsibility and following through on responsibilities? Are you making a definite contribution – not merely observing or engaging in busy work?

You may begin with great expectations for the success of your efforts. You may overestimate your success or judge your accomplishments in terms that don't reflect how well you have met the needs of the clients. Above all, let the community or clients define your "success," just as you've let them define the needs to be met. Gauge your success by evaluating how well you've assisted others in doing something for themselves.

Monitor how you're doing on a periodic basis with questions such as these:

1. Do I complete my assigned tasks on time?
2. Is my supervisor satisified with my completed tasks?
3. Am I satisfied with my completed tasks?
4. Do I enjoy the work I'm doing?
5. Am I talking a lot with friends about my service-learning work?
6. Am I comfortable with my clients?
7. Do I get along well with my coworkers?
8. Am I accomplishing what my clients need?

If you're keeping a journal, record your responses to such questions. This can help you reflect on the experience and will serve as reference when you're completing a final evaluation.

Look at your learning objectives and see if they suggest how you can show someone that you're accomplishing them. If the objectives have been written according to the format suggested in Chapter III (action verb, measurable result, time frame), they should indicate the kind of evidence you can provide. See Chapter III, page 31 for examples of ways to demonstrate learning.

Monitoring what's happening

There are various ways to keep track of what you're learning. The journal mentioned earlier is one way. Periodically summarizing what you perceive to be happening and then doing a final personal analysis is another.

The following worksheet is based on procedures suggested by the Council for the Advancement of Experiential Learning (CAEL) as a way of keeping track of your experiences and feeding what you're learning directly into planning for your next experience.[5]

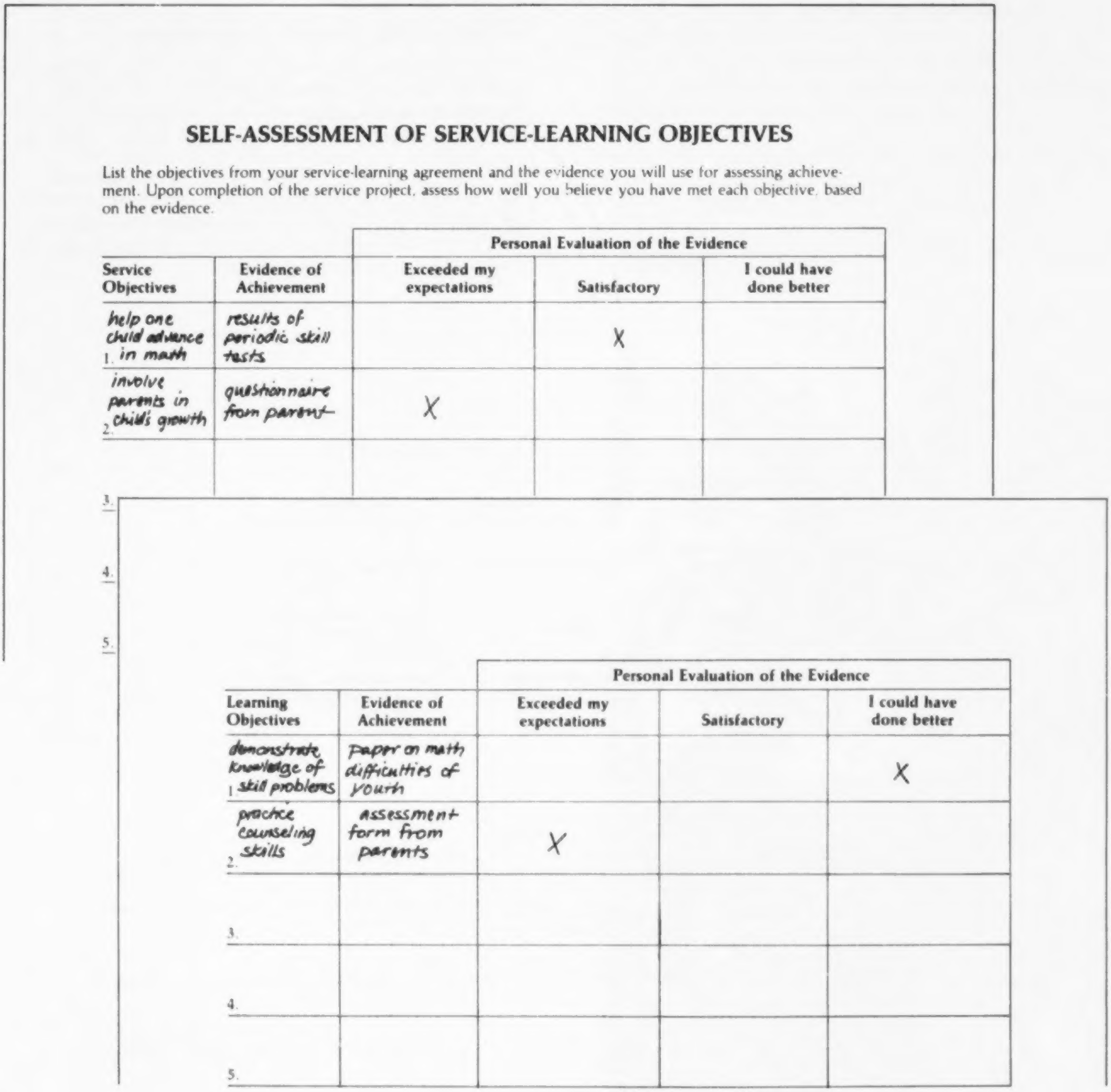
WEEKLY MONITORING OF SERVICE-LEARNING OBJECTIVES

Service Objectives	Date	What have I accomplished this past week related to each objective?	How can I demonstrate this accomplishment?	What should I try to accomplish next week?
1. conduct research and interviews	1/25	phoned county courthouse, located two people to interview	notes from interviews	locate court records
2. Write Articles	1/30 2/28 3/20	Outlined first article	Outline	Write article and get it reviewed by professor
3. Plan Meeting	3/20	Contacted president of neighborhood association	notes from discussion, possible meeting dates	check out dates with key community groups, select date
4.				
5.				

Learning Objectives	Date	What have I accomplished this past week related to each objective?	How can I demonstrate this accomplishment?	What should I try to accomplish next week?
1. Research Historical Records	1/30	interviewed people on where to look	notes from interviews, journal entry	locate court records and review
2. compile bibliography	2/10	located some sources	list of sources	locate more items
3. write paper	2/28	Outlined paper	draft of outline	check outline against notes from reading
4. Deliver Speech	3/15	Nothing	—	discuss speech with professor

Recording your achievements

Various formats can be used for documenting what you've accomplished. You might begin by summarizing what you think you've accomplished using a form similar to the example below. Talk your self-evaluation over with your supervisor and faculty advisor, too, to see if they think you are over- or under-estimating your accomplishments.



SELF-ASSESSMENT OF SERVICE-LEARNING OBJECTIVES

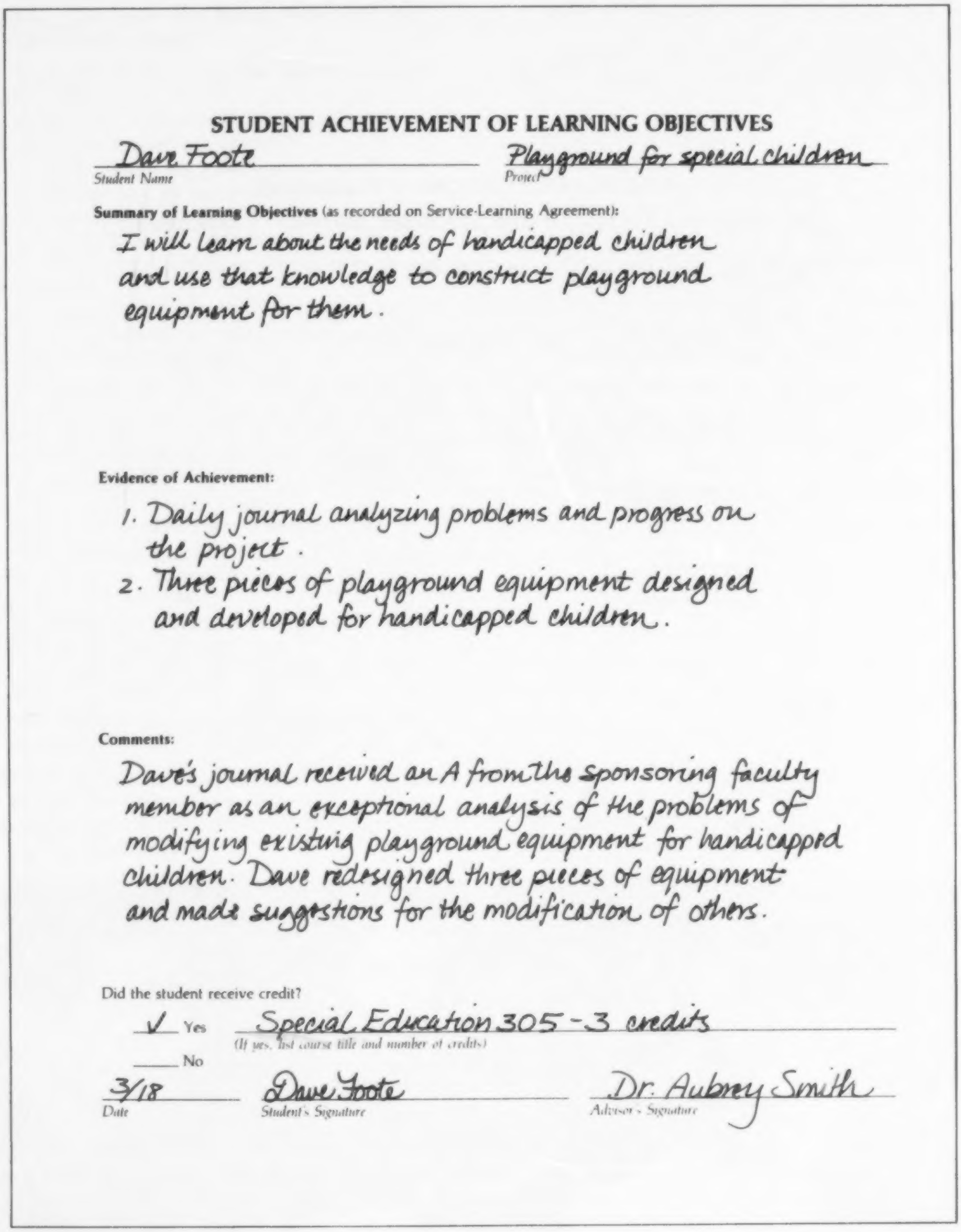
List the objectives from your service-learning agreement and the evidence you will use for assessing achievement. Upon completion of the service project, assess how well you believe you have met each objective, based on the evidence.

		Personal Evaluation of the Evidence		
Service Objectives	Evidence of Achievement	Exceeded my expectations	Satisfactory	I could have done better
1. help one child advance in math	results of periodic skill tests		X	
2. involve parents in child's growth	questionnaire from parent	X		
3.				
4.				
5.				

		Personal Evaluation of the Evidence		
Learning Objectives	Evidence of Achievement	Exceeded my expectations	Satisfactory	I could have done better
1. demonstrate knowledge of skill problems	paper on math difficulties of youth			X
2. practice counseling skills	assessment form from parents	X		
3.				
4.				
5.				

Campuses with central coordinating offices for service-learning may have a shorter form for officially recording student achievement of objectives, or you and your professor might devise one. Here's an example:

A form such as this is useful for filing with your academic records. Be sure to keep a copy for yourself. Also, if you submit any of your documents (journal, reports, other writings) to your advisor, keep copies for your own reference.



STUDENT ACHIEVEMENT OF LEARNING OBJECTIVES

Student Name: Dave Foote
Project: Playground for special children

Summary of Learning Objectives (as recorded on Service-Learning Agreement):

I will learn about the needs of handicapped children and use that knowledge to construct playground equipment for them.

Evidence of Achievement:

1. Daily journal analyzing problems and progress on the project.
2. Three pieces of playground equipment designed and developed for handicapped children.

Comments:

Dave's journal received an A from the sponsoring faculty member as an exceptional analysis of the problems of modifying existing playground equipment for handicapped children. Dave redesigned three pieces of equipment and made suggestions for the modification of others.

Did the student receive credit?

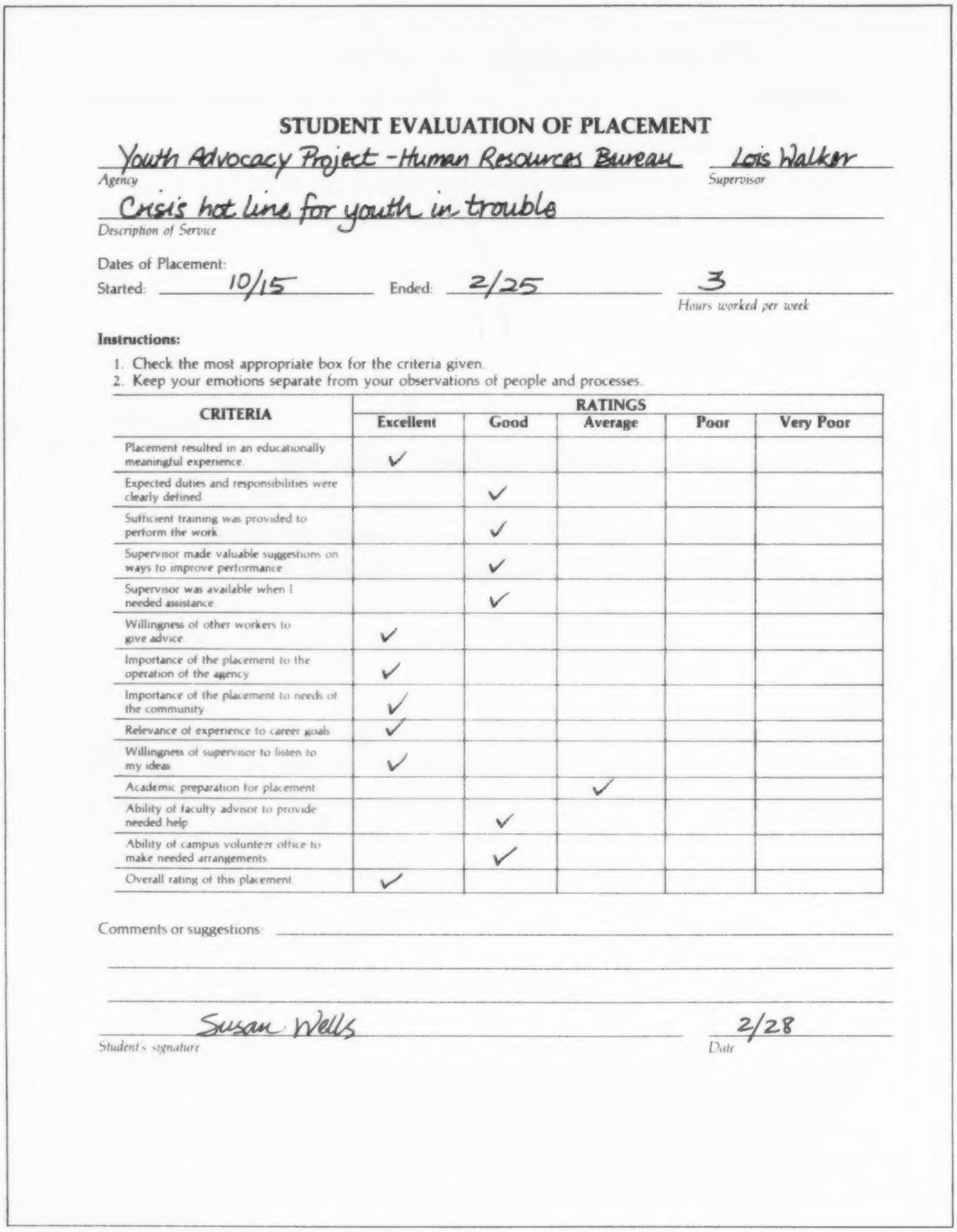
✓ Yes Special Education 305-3 credits
(If yes, list course title and number of credits)
___ No

Date: 3/18
Student's Signature: Dave Foote
Advisor's Signature: Dr. Aubrey Smith

Another option is preparing a detailed final report of your service-learning experience as one part of the final assessment, especially if academic credit is being given for your work.

You may also agree with the service agency or your supervisor to give them your feedback on the project in a formalized way, including a final evaluation. The final form might be a "suggestion sheet" summarizing the supervision you received and how you felt the project was carried out. A campus coordinating office may also ask you to complete an evaluation form on the placement as a guide to them in the future.

Here's an example of such a student evaluation:[6]



STUDENT EVALUATION OF PLACEMENT

Agency: Youth Advocacy Project - Human Resources Bureau
Supervisor: Lois Walker
Description of Service: Crisis hot line for youth in trouble

Dates of Placement:
Started: 10/15 Ended: 2/25
Hours worked per week: 3

Instructions:

1. Check the most appropriate box for the criteria given.
2. Keep your emotions separate from your observations of people and processes.

CRITERIA	RATINGS				
	Excellent	Good	Average	Poor	Very Poor
Placement resulted in an educationally meaningful experience	✓				
Expected duties and responsibilities were clearly defined		✓			
Sufficient training was provided to perform the work		✓			
Supervisor made valuable suggestions on ways to improve performance		✓			
Supervisor was available when I needed assistance		✓			
Willingness of other workers to give advice	✓				
Importance of the placement to the operation of the agency	✓				
Importance of the placement to needs of the community	✓				
Relevance of experience to career goals	✓				
Willingness of supervisor to listen to my ideas	✓				
Academic preparation for placement			✓		
Ability of faculty advisor to provide needed help		✓			
Ability of campus volunteer office to make needed arrangements		✓			
Overall rating of this placement	✓				

Comments or suggestions:

Student's signature: Susan Wells
Date: 2/28

Integrating the experience with the rest of your life

After completing a self-assessment similar to the preceding example, ask yourself some critical questions and record responses in your journal as a summation of the experience. You might also discuss these with your supervisor and faculty advisor:

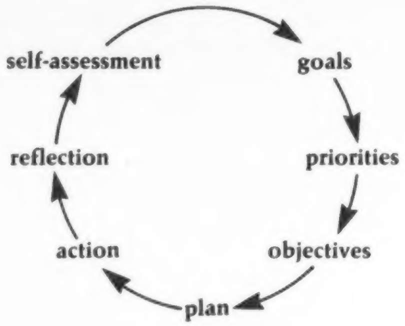
1. Why were you able to accomplish some objectives effectively?
2. Why do you feel you were unable to accomplish some objectives as well as expected?
3. Did you learn some things that weren't specified in your service-learning agreement? List these.
4. What recommendations would you make to future students undertaking the same kind of service project? Pass these along to campus coordinators or faculty advisor.
5. Can you recall any significant positive or negative experience that helped you learn something important? Describe what happened.
6. Did you learn any knowledge, skills or attitudes in the service experience that have caused you to want to modify your educational plans? In what ways?
7. Are any of the skills or knowledge you learned applicable to specific courses you've taken or intend to take? List the skills and the courses.
8. Are those skills applicable to careers you are interested in? List the careers.
9. Did the experience suggest future kinds of employment for you? What kinds?
10. Has the experience affected your approach to work situations in any way? Explain how.
11. What new learning objectives have you acquired from the experience?
12. Are there specific academic courses you now want to take as a follow-up to your experience? Explain why.

Questions such as these can help you assess the personal meaning of your experience, relate it to other experiences, generalize from it and plan for future service and learning as an important next step.

You might look back to Chapter II and work through a self-assessment process again, based on what you *now* know about yourself. This can be an important, recurring step at the end of each new service-learning experience. Compare the self-assessment *before* you undertook the experience with your new perceptions. Use this information to plan your *next* service-learning activity. Incidentally, more and more people are realizing the importance of learning how to direct your own learning as a process that can be applied throughout your life. Here, again, are the steps:

- Assessing yourself
- Setting goals
- Establishing priorities
- Defining objectives
- Developing a plan
- Finding a setting to carry out your plan
- Monitoring the experience
- Reflecting on and assessing what you have learned
- Planning the next experience (new self-assessment, goals, priorities, objectives, etc.)

The process is circular:



The process is also applicable to a wide range of situations. Learning to develop plans of action in this way can add immeasurably to your ability to survive in a world of constant change.

Endnotes

[1] Adapted from *ESCAPE Community Services Manual*, 1978 Edition (Eugene, OR: University of Oregon, 1978) and *Do It! The handbook to help you do field service great* (Hartsville, SC: Field Service, Coker College, no date).

[2] Examples include materials from KORDA, Newton, MA, and the ESCAPE Volunteer Program at the University of Oregon, Eugene.

[3] The following discussion is adapted from Volunteer Manual, *H.E.L.P.*, Volunteer and Community Services, Hofstra University, Hempstead, New York (no date).

[4] From "NSVP Forum: How Community Groups React to Student Volunteers," *Synergist* 2, 1: 14-20.

[5] Adapted from Hadley Nesbitt, *College-Sponsored Experiential Learning – A CAEL Student Guide* (Columbia, MD: Council for the Advancement of Experiential Learning, 1977), Worksheets F-I (no page numbers).

[6] Adapted from a form developed by The Volunteer Action Center, Miami, Florida, and Office of Experiential Education, Union College, Barbourville, Kentucky.

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CHAPTER V

Initiating and Managing a New Project

> *Initiative—a trust in oneself as source.*
> —*M.C. Richards*

Introduction

Wanted/needed:

- Companionship for older persons
- Tutoring
- Recreational activities for the handicapped
- A halfway house for de-institutionalized retarded adults
- A home for runaways
- Nature trails for the blind
- Community recycling centers
- Assistance for a community group opposing a freeway through the neighborhood
- Community organizing to expose malpractice in a home for the aged
- Advice for a group of low-income people opposing utility rate increases
- Assistance to help low-income renters develop a tenants' rights organization

As you work in communities you will probably see human needs that are not being met. The above list is just a sampling of the many kinds of service projects that can be developed in response to identified community needs. Projects may involve direct service, education and research, creating community facilities to serve a neglected segment of the population, serving as advocates for individuals having difficulty speaking out for themselves, or helping community groups develop their own leadership strength.

There are many possible responses to unmet community needs. The critical factors are involving the community in identifying its needs - not presuming that you know what they are - and then involving people in planning the most effective responses to those needs.

This chapter is designed to guide you in developing a working project. It is intended to help you be an effective organizer, able to coordinate your ideas with the community and with volunteers who help you carry out the project.

There are several important resources that should supplement this chapter for you. These can be obtained from the National Center for Service-Learning (NCSL):[1]

1. *The Service-Learning Educator: A Guide to Program Management*. 1979. 100 pp. Written for college and university staff who manage service-learning programs, this manual describes the various functions needed to support a program, provides ideas for carrying out those functions and contains an extensive bibliography of additional resources. It should be on your bookshelf if you're going to manage your own project.
2. *Planning by Objectives*. 1980. 70 pp. A planning manual designed to help people learn a system for effectively planning and implementing service-learning programs.
3. *Synergist*, the leading periodical in the field of service-learning, is published three times a year by ACTION's National Center for Service-Learning. The Fall 1978 issue contains an index of major articles appearing in the journal since 1971. Each subsequent Fall issue contains an index to the previous year. These lists can be requested from NCSL.

Voluntary Action Leadership, published quarterly by VOLUNTEER: The National Center for Citizen Involvement (formerly the National Center for Voluntary Action), is also an important periodical. It provides valuable "how to" articles on management and volunteerism. See Appendix A for the addresses of NCSL, NCVA and other organizations supporting service-learning.

To help you manage your project effectively, this chapter is organized into seven sections, each representing a basic management activity:

1. Defining the Project
2. Setting Goals and Objectives
3. Developing a Work Plan
4. Organizing to Carry Out the Project
5. Your Role as a Leader
6. Coordinating Ongoing Activities
7. Assessing the Success of Your Efforts

Defining the Project

The first step in developing a project is to determine what the needs are in the community. (The "community" could be a town, hospital, the campus itself, the women's community, the black community, etc.)

Before you get involved with planning your project, be sure you can respond with a bold "yes" to the following four questions:

1. Will your project be accepted by the people it's going to affect?
2. Will your project be relevant to the people who will be participating in it?
3. Are the services you would offer presently missing in the community?
4. Are resources available to accomplish this project? (e.g., transportation, printing, other interested volunteers, etc.)

Chances are, you need to do some investigating before you can answer these questions.

Usually the best way to identify existing needs is to get out into the community and ask people. In some cases, reliable and up-to-date needs assessments may already have been carried out by a Voluntary Action Center or similar agency. Check available data to determine needs that existing programs are not currently meeting.

Find out if your idea has been tried before. If so, what happened to it? If not, why not. Talk to people who are involved with the community and tell them about your idea. Speak to residents and community leaders as well as professors who have close ties to the community and its resources. Keep notes on the comments and suggestions you receive.

> *We have not really budged a step from home until we take up residence in someone else's point of view.*
> —*John Erskine*

Assessing needs as the community perceives them

Deciding what constitutes a valid need is not easy. It is dangerous to presuppose that a shared set of values and a common world view exists between you and the residents of a community. In your opinion a tenants' union or a workshop in family planning may be desperately needed, but unless the people themselves happen to agree, any attempt to move in these directions will probably end in failure and resentment.

It may also be difficult to determine what services are actually wanted. Community representatives may, at first, hesitate to be frank and open with students about critical problems. For that matter, certain individuals may even have trouble communicating their thoughts beyond a general dissatisfaction with social conditions. In this case, choosing the kind of project to put together may ultimately depend on an intuitive sense of what the community wants and will accept.

This intuitive sense should be based on some basic knowledge of the community:

1. A community profile that includes identification of –
    - Community leaders and decision makers
    - Social organizations
    - Social service organizations and programs
    - Economic development plans: short- and long-range employment forecasts
    - Community history, e.g., racial strife, city or county services, governing bodies (City Council, Board of County Commissioners), and so forth
2. Identifying the range of resources that could be brought to bear on a problem area - campus resources as well as community resources

It cannot be stressed too often that becoming acquainted with community activities and community leaders is the key factor in making your project a viable part of the community it is designed to serve. Only by building on this background of knowledge will your project have any chance of lasting relevance.

Involving community people in the planning process

Community representatives should be on all planning committees and should be consulted as an essential part of needs assessment. Meetings should be held in the community itself for residents to attend. These representatives should include community leaders whose support would be useful for your project and also representatives from prospective client groups - spokespersons from low-income neighborhoods, for example, and senior citizens.

Methods for seeking the opinions of community people include:

1. Presentation and discussion of prospective projects with constituent groups – requesting to appear at various meetings (e.g., Area Agency on Aging, church groups, service clubs, parent-teacher organizations, City Planning Commission, neighborhood associations, etc.)
2. Personal interviews
3. Questionnaires
4. Community meetings that you convene
5. Community needs assessments from other sources such as community agencies and other campus agencies

Your principal question in assessing community needs is, "If students were available to help solve problems, what tasks would be most useful for them to do?"

You can train other students as interviewers to approach community people directly, or you can concentrate your efforts on checking with major community service agencies and advocacy groups.

It is crucial to follow up your survey by informing respondents of the results and how you plan to address the needs identified. Also, provide an address or telephone number where you can be reached for further information. If you are concentrating on only one need, it is important to explain why you made that decision. Survey results should also be reported to appropriate agencies who may wish to follow up on the data.

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For more advice on community needs assessment, see Chapter II of *The Service-Learning Educator: A Guide to Program Management* (NCSL, 1979). That manual suggests tools and techniques for conducting community surveys and steps for determining which needs will be addressed.

The following articles from *Synergist* contain further information on assessing needs:

Hofer, Barbara and Shelton, C. Kathryn. "Regional Resource Catalog Tells Where to Serve and Learn." *Synergist* 4, 2 (Fall 1975).

Ramsay, William R. "Managing Agency Relationships." *Synergist* 4, 3 (Winter 1976).

Scheier, Ivan H. "Need Overlap Analysis: A Technique for Job Development." *Synergist* 3, 3 (Winter 1975).

Other good sources are:

Jackson, Kate W., ed. *Community Needs and Resources Assessment Guidebook*. Washington, D.C.: National Center for Voluntary Action (NCVA), 1976.

Scheier, Ivan. *People Approach: Nine New Strategies for Citizen Involvement*. Boulder: National Information Center on Volunteerism (NICOV), 1977.

Community "ownership" of your plans. Remember that the community or recipients of your service should ultimately be in charge of the outcomes of your project. This is especially important in the case of advocacy projects. Advocacy objectives now play an increasingly important role in the design of service projects. Examples include a patients' rights project where students help articulate and implement better relationships between a mental hospital's staff and clients. Other examples are projects for welfare mothers, tenant associations, prisoners and neighborhood groups.

Advocacy projects often begin as direct service projects (e.g., food stamp information for welfare mothers) and evolve into advocacy as volunteers become more familiar with client needs and clients learn to trust the volunteers.

Advocacy projects must be based on the terms of the community group, *not* your own crusading assumptions and conclusions. Roles for students in advocacy projects include research and reporting, educating and communicating. The group of people your project is serving - your "clients" - have the right to determine policy, tactics and strategy of the advocacy project. Their rights are being represented and they are the ones who will live with the change - good, bad or indifferent. Your project and its volunteers exist to facilitate that group's recognition of needs, agreement on change and requests for change.

Community organizing is another kind of service, distinct from advocacy. Organizing (also called "community development") involves service providers behind the scenes, helping individuals and groups to identify their needs and develop their own leaders to carry out actions. The service providers assist the community group with strategies and planning to accomplish goals, but the leadership and action is clearly undertaken by the community members themselves.

Establishing rapport in communities: suggestions for special situations. If you plan to provide some kind of direct service to a community or group of individuals - health screening, for example, or nutrition training - the following suggestions are offered, based on the experiences of service programs thoughout the country:

1. Consider providing the service through home visits if those to be served are apt to resist a more formalized setting such as a classroom. If group sessions are more desirable, hold them in usual gathering places for the community - church, community hall, union hall, barber shop, grocery store, or an open space with a tent. Above all, become acquainted with the community group first, so you know their preferences.
2. Services for the adults might best be approached first through services for their children. Some projects begin with summer recreation programs for children, including a few family potlucks, to develop a feeling of trust between parents and project staff. Once that trust is established, project staff introduce services for the parents - nutrition, sewing, health clinics, etc.

3. No matter what the service, consider beginning a project with home visits from individual project staff so they can introduce themselves and establish rapport with the folks. But, again, do a little homework on the community first. Many individuals are extremely protective of their privacy and do not readily trust strangers.
4. All service providers should be conscious of building community leadership. After providing services to a group, a project staff might begin to convene small group sessions on identified community problems, with the project staff providing some initial leadership but gradually turning it over to emerging community leaders. Sometimes community leaders emerge, sometimes not. The process will be helped if project staff prepare informal leaders - giving them some information that they can impart to the group, for example (e.g. knowledge of social services available to meet the problem being discussed). Project staff need to watch for ways to nurture the confidence of the groups' informal leaders and then be willing to step back - to let the group assume its own direction.

Setting Goals and Objectives

After assessing community needs and determining those your project will address, develop a clear project purpose statement and establish specific objectives which are both measurable and achievable. Such work plans direct the project's focus, facilitate evaluation and insure that accomplishments are concrete.

You should plan both immediate and long-term objectives. In other words, decide *why* you are having a volunteer project at all (your purpose or goal), and then map out the immediate steps needed to achieve it.

Begin with a problem statement. **Example: Low-income families are having trouble maintaining their homes.** Then, to define your project in workable terms, list all the reasons *why* the problem exists. From your needs assessment you may have identified several reasons. For example:

1. Families lack knowledge about maintenance procedures.
2. Absentee landlords are not responding to maintenance needs.
3. Families can't afford the materials needed to make repairs.

Decide what specific problem your project can reasonably tackle. Involve service recipients in this goal-setting process. And focus your project on goals that can ultimately empower the service recipients to deal with the problems themselves.

From the above example, you might develop a statement of purpose like the following:

> **Sample statement of purpose:** The Spring College Home Repair Project provides materials and training to enable low-income families in the metropolitan area to become skilled in home maintenance so they can take care of their own home maintenance needs.

Purpose statements usually tell why you are doing what you are doing; they do not have a time limit. A good statement of purpose tells in general terms whom you will serve and what you will do for them. As you consider suggested service-learning activities, you can use the purpose statement to help you decide which of these activities best meet your objectives.

Long- and short-term objectives

The long-term objectives are the big things you hope to accomplish by starting this project. They relate directly to your statement of purpose. There may be only one long-term objective, or more than one.

Sample long-term objective: By the end of the school year, at least 16 families in the northeast neighborhood will be trained in basic carpentry and plumbing skills and will demonstrate knowledge of basic home maintenance procedures.

It follows that the short-term objectives should be components of the long-term ones.

Sample short-term objectives—the following short-term objectives relate to the long-term objective above:

#1—By the middle of September, at least 30 students will be recruited from the college's building construction trades program to serve as "instructors" for the Home Repair Project.

#2—By the middle of October, each student volunteer will have completed a certified training program in housing rehabilitation.

#3—By the end of October a canvass will be completed of the northeast neighborhood and at least 16 families will be identified who want to learn basic home maintenance techniques.

#4—By the end of January, half of the identified families will have received instruction and repair of their homes will be completed.

Both long- and short-term objectives should satisfy four criteria. They must be –

- **Feasible**—there must be a reasonable expectation they can be accomplished.
- **Dated**—a specified end date indicates when they will be achieved.
- **Measurable**—you need to be able to tell if you've hit the target.
- **Indicative of an acceptable level of achievement**—they tell you how much must be achieved for the effort to be considered successful.

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Developing a Work Plan

In order to achieve your short-term objectives there will be some menial, but essential details you will have to work out. These are the *tasks* which must be performed before any of your goals can be reached. The first place to start when you are trying to get your project going is with the identification of tasks and a timeline for completing each task. The accomplishment of each short-term objective will follow as you complete all of its component tasks. The following form indicates the relationship of long-and short-term objectives, tasks and timelines. It also includes an estimate of materials and volunteers to carry out each task. Spelling these out for your project results in a plan you can then proceed to carry out. This work plan will be very useful when it comes to evaluating the success of the project at the end of the year. It is also useful for defining the roles of individual volunteers, establishing credibility in the community (showing them you've really thought through what needs to be done), and providing a project description to potential supporters and volunteers.

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PROJECT WORK PLAN

LONG-TERM OBJECTIVES	SHORT-TERM OBJECTIVES	TASKS	STAFF/ MATERIALS REQUIRED	COMPLETION DATE AND EVIDENCE OF COMPLETION
A. By the end of the school year, at least 16 families in the northeast neighborhood will be trained in basic carpentry and plumbing skills and will demonstrate knowledge of basic home maintenance procedures.	A.1. By the middle of September at least 30 students will be recruited from the college's building construction trades program to serve as "instructors" for the Home Repair Project.	A.1.1. Contact head of construction trades program to acquaint that person with the project, obtain permission to recruit participants, and negotiate granting credit for their participation.	A.1.1. Project director. Copies of project description to leave with program head.	A.1.1. September 6. Memo from program chairperson confirming agreement to recruit students as instructors, with set time to make presentations to them in classes. Terms of credit for participation specified in writing.
		A.1.2 Design flyer on the project and run off copies.	A.1.2 Project director. Graphic supplies and typewriter. Copy machine. Colored paper.	A.1.2 September 8. Flyer produced.
		A.1.3. Post flyer on all available bulletin boards in shop area and classrooms. Post in dorms.	A.1.3. Project director. Tacks, masking tape.	A.1.3. September 9. Posters up on campus.
		A.1.4. Design sign-up form, with pertinent info about project, instructors' duties, and orientation that will be provided. Copy form in quantities to hand out.	A.1.4. Project director. Typewriter. Paper. Copy machine.	A.1.4. September 9. Completed form and quantities for presentations.
		A.1.5. Make scheduled presentations on project in classes.	A.1.5. Project director. Copies of sign-up form. Copies of flyer.	A.1.5. September 11. Presentations completed, sign-up forms distributed, deadline announced for returning them.
		A.1.6 Visit classes a second time, briefly, day before the deadline for signing up as a reminder and to answer any questions.	A.1.6 Project director. Copies of sign-up form.	A.1.6 September 16.
		A.1.7. Process sign-up forms received and post names of participants, with date of orientation meeting. Notify participants personally.	A.1.7. Project director. Paper, typewriter, copy machine.	A.1.7. September 17. List of at least 30 students volunteering to serve as "instructors."

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LONG-TERM OBJECTIVES	SHORT-TERM OBJECTIVES	TASKS	STAFF/ MATERIALS REQUIRED	COMPLETION DATE AND EVIDENCE OF COMPLETION
	A.2. By the middle of October, each student volunteer will have completed a certified training program in housing rehabilitation.	A.2.1. Meet with construction program head to determine available resources (existing workshops, instructors who might be contacted, etc.) for providing quick course in housing rehabilitation.	A.2.1. Project director.	A.2.1. September 9. Agreement with program head on what kind of orientation and training is needed and can be offered, either as part of ongoing classes or taking advantage of existing community workshops.

Here we stop the example, hoping you get the idea. A work plan forces you to consider the people, resources and materials necessary to complete each component task. Although developing a work plan is a tedious process, it is time well spent. Some project managers spend 80 percent of their time planning. So, don't neglect this important task. You'll find a blank Work Plan in the back of this guide to copy for your use.

Here's another example of a work plan. This one is not as detailed for project management purposes but it *is* more appropriate for handing out to inform others about what you're doing. You may find both forms useful - a detailed plan to manage from, so you can see that everything's attended to, and a version like this to highlight the main tasks for informational purposes.

SAMPLE PROJECT PLAN

STATEMENT OF PURPOSE:

The purpose of the STEP project is to provide counseling and tutoring services to teenage alcoholics in the Orange County School system so that they can remain in the public schools.

LONG-TERM OBJECTIVES:

I. By January 30, 1981 we will have developed and implemented a student volunteer project providing a series of counseling and tutoring sessions (from 2:30-5:00 on Monday, Wednesdays and Fridays) for teenage alcoholics.

II. Ninety-five percent of the 60 students in the Orange County School system who were identified as "having a drinking problem which interferes with their school work" will complete this year of school.

SHORT-TERM OBJECTIVES:

A. Recruit and train 15 student volunteers by October 30, 1980.

B. Develop referral procedures with high school counselors by November 1, 1980.

C. Promote counseling program in the four Orange County High schools by December 1, 1980.

D. Implement counseling and tutoring activities by January 30, 1981.

E. By the end of this school year, reduce by 15 percent the truancy rate of each client.

TASKS:

(1) Make posters, flyers to distribute on campus and to professors for the purpose of recruiting student volunteer counselors and tutors. Complete posters by October 1.

(2) Write to A.A. and contact various academic departments on campus to get information on alcoholism - its causes, effect and treatment. Gather data by October 1.

(3) Develop a task force of high school principals, counselors, teachers, parents and students to guide the project. Task force holds first meeting September 15.

(4) Meet with counselors to plan referral procedures by October 15. Complete referral plan by November 1.

(5) Design a "contract" that can be negotiated with each student referral identifying his or her tasks and responsibilities for participation in the STEP program. Complete form by November 15.

(6) Plan school assemblies to discuss the project and encourage volunteers to receive counseling and tutoring assistance. Conduct assemblies by December 1.

(7) Volunteer counselors and tutors meet with individual students and their advisors at school to determine individualized plans for academic achievement and attendance. Meetings completed by January 30.

(8) Write a contract with each student identifying his or her tasks and responsibilities for participation in the STEP program. Contract completed for all participants by January 30.

(9) Get the course readings and assignments from the teachers of each of the students. Tutors responsible for doing this weekly, January 30 through end of school year.

(10) Discuss the goal of completing this year at school with the students to be sure that it is one towards which they are truly willing to work. Counselors responsible for doing this as needed throughout the project.

Written plans become an important reference to keep projects on course and running smoothly. Dates and statements of expected results will help you determine whether projects have succeeded.

Objectives and tasks should be defined by you in such a way that you can evaluate the degree to which you have achieved them at any given time. Therefore, you must indicate a standard by which you can measure the success of an objective and a time limit for the completion of each one. Remember that the evaulation of your project will depend on the extent to which you can see that you have or have not attained your objectives.

After planning is completed, you can use your project plans to build job descriptions to explain the work to others, build support for the undertaking, and recruit the volunteers you need to carry it out.

Reviewing plans in relation to original needs assessment

The process of developing a plan can sometimes lead you away from the original needs expressed by the community. Be sure your statement of purpose reflects the needs you intend to address and keep checking each level of the plan (long-term objectives, short-term objectives and tasks) back against the purpose to be sure that the steps are related and on target.

Planning for continuity and termination

In the very early stages of a project you should make provision for two vital ingredients: continuity and termination. Any project worth starting is worth continuing until its objectives are met. If the process is to take a year or several years, you must lay the groundwork for its continuity, particularly in the area of organization - even beyond your involvement. And any project worth starting should also aim for the elimination of the need that occasioned it - and hence aim for its own termination (see page 81).

Remember also that you may eventually want the community to assume the responsibility of running your project. The highest compliment that can be paid a volunteer project director is for some faction of the community to want to take over the management of your project. When that happens, it means that you have successfully identified and satisfied a need in the community. It also means that you ran the project well - so well, that the new project directors are willing and eager to model your leadership.

Long-term objectives can include how your relationship with the project should change over time. Short-term "maintenance" (or process) objectives like identifying, supporting and developing natural leaders from the community could contribute to the long-term objective of phasing yourself out of a position of leadership and transferring that leadership to the community.

Assessing available resources and time commitments

The most workable approaches to accomplish the purpose may not be the *ideal*, but they should be the best within your constraints of budget, time, human resources and "politics" of the project.

In planning, always *underestimate* your ability to deliver. If you over-commit the program, the volunteers or yourself, you will seriously jeopardize future relations with both the community and the campus. Realistically assess the time and talent required for a project, and compare your conclusions with a conservative estimate of the resources available and the commitment of the volunteers.

Think of time in relation to questions like these:

- How long will it take to recruit, train and place volunteers?
- How long will it take to locate and secure needed facilities?
- When will you hold orientation and training sessions for volunteers?
- How long will orientation and training last?
- How much time will you need to raise funds?
- When will the project start?
- How often will volunteers be needed (daily, weekly, or monthly)?
- What hours of the day or evening will volunteers be needed?

Consider the fact that you'll need planning time before project start-up. It is not easy with just a few people to do all the work necessary to develop a successful volunteer project. It takes time to locate resources on campus. It takes time to assess community needs and establish community relationships. It takes even longer to arrange meetings with campus and community groups and to put together a workable project. The past experience of students who have initiated volunteer projects shows that at least four to six weeks of pre-planning are required before one can be fully in operation.

In working out such details and timetables, be careful not to substitute planning for action. All too often groups fall into a malady called "grooving on the process." This involves being so stimulated by the dynamics that occur during a planning session that no energy is left over for actually carrying out the project.

Organizing to Carry Out the Project

Volunteer projects need to be planned and managed on three levels:

- Meeting a need within the community
- Involving student participants
- As part of a larger organization – the college or university, for example, or as part of a service agency

All of these levels will be reflected in the short-term objectives and tasks you determine are necessary to carry out your project.

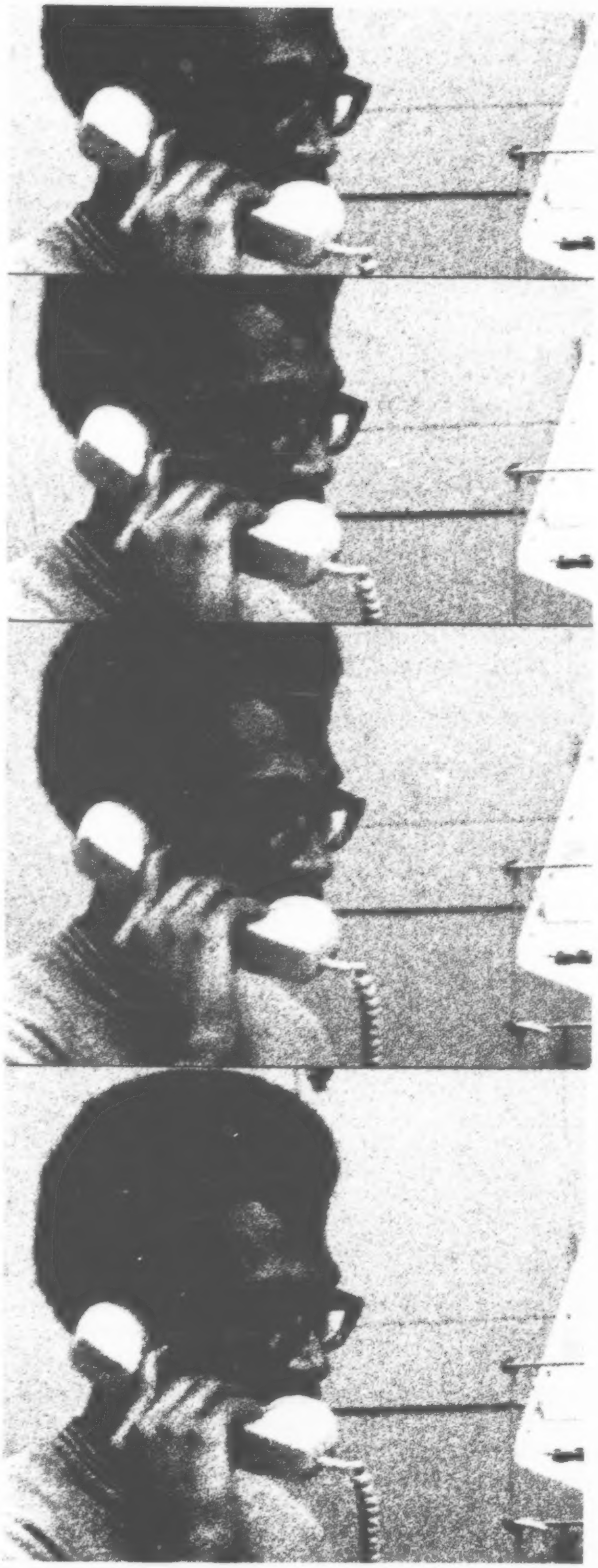
Each level of operation requires a range of specific tasks. *The Service-Learning Educator: A Guide to Program Management* (available from the National Center for Service-Learning) provides functional descriptions of the following processes for organizing and managing service projects and project offices:

1. Recruiting volunteers
2. Screening and placing volunteers
3. Orienting volunteers to service-learning
4. Providing training for volunteers
5. Providing transportation
6. Providing insurance for volunteers
7. Developing student leadership
8. Motivating and rewarding volunteers
9. Evaluating achievement of project goals and objectives
10. Maintaining community relations and support for project
11. Creating a service-learning advisory committee
12. Fund-raising
13. Budgeting, fiscal management, accounting
14. Managing equipment, space, supplies
15. Recordkeeping
16. Personnel management

Inquire on campus for a copy of that guide or contact NCSL for a copy. See Chapters 4 and 5 in *The Service-Learning Educator*. In the meantime, the following information is provided to help you get the project underway.

A place to operate

The most successful projects usually find some facility in the community as well as on campus. In choosing your site in the community, be sure that you do not encroach on the "territory" of another volunteer project or agency.



Gaining support

This step involves:

- Identifying potential opponents or obstacles and reducing or eliminating the sources of their resistance.
- Gaining the endorsement of a sponsoring agency, if this is necessary to project work.
- Campus support – three elements:
  - working with the campus volunteer office
  - gaining faculty and administrative support
  - communicating with other student organizations or programs that might be able to help (can help to avoid duplication of effort as well as add to your resources)
- Recruiting other volunteers, if needed.
- Funding the project.

The basic element of gaining support is talking to people, letting them know what you'd like to do and asking for their suggestions and advice. Then, if they're interested, have in mind something specific you'd like them to do; this might simply be asking them to attend a planning meeting or to review your plan and timeline. It might also be asking them to take an active role – a role you can describe to them.

One campus with extensive service-learning projects offered the following advice to students starting their own projects:

- Understand the structure of your school.
- Gain access to people with power.
- Lay your cards on the table. Say what you'll be gaining, as well as what those receiving your service will be gaining. If the project has something to offer those who need convincing, it will be that much easier to sell.

Be sure to talk about the project with your local Voluntary Action Center (VAC), too, so they know what you're proposing to do. This can help to avoid duplication of services in your community and can also help to find volunteers for your project, if you need them.

Budgeting

One of the first problems in setting up a project is to establish the amount of money needed for the first year of operation. The amount will vary greatly with the size and scope of the project. (Some projects require no funds at all; others may be costly.) The two basic areas of expense are usually administration and general project operation. If transportation is involved, it may consume the main part of the general budget. Then, too, there are expenses for telephone, stationery, stamps, a bulletin board, paper and dozens of unexpected items. In drawing up a budget, try to include all of these items (plus an amount for "miscellaneous"). A new project always costs more in the beginning; expenses level off once it is in operation.

Sources of funding

Additional information on funding is available on request from NCSL (see address in Preface), but some guidelines are offered here to get you started. Pilot project or seed money or demonstration funds might be available from the college or the community. Currently, most service projects get most of their money from their schools. If your project seems related to a particular academic department, talk to the Dean or Department Head. Check with the Student Affairs Office, Student Activities Office, or even the Office of the President. They often have funds available to provide seed money for new projects. It may also be possible to tap alumni funds by arranging to have your project added to the list of organizations for which donations may be earmarked.

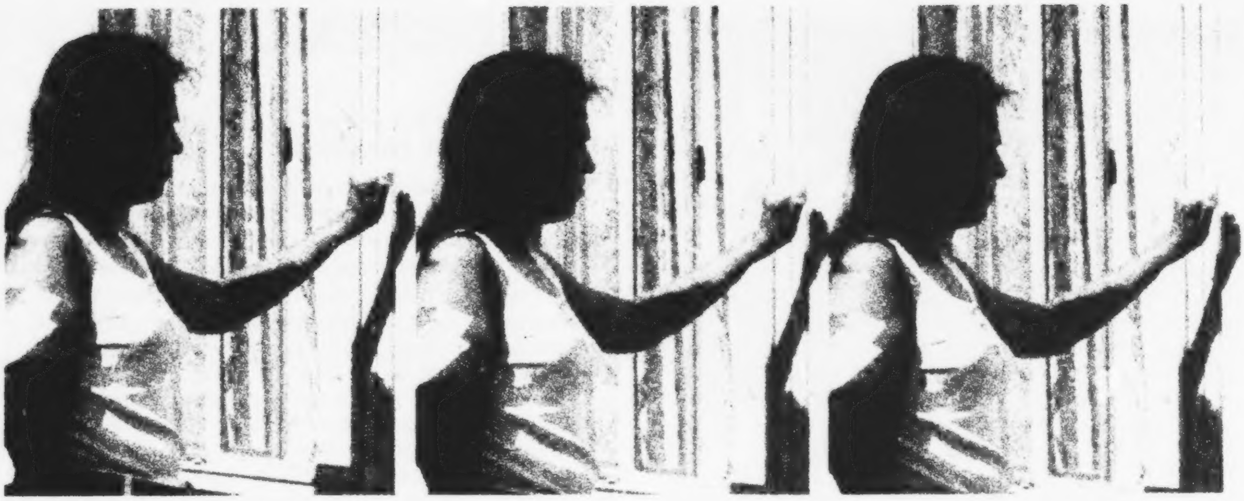
There are many other sources of money on the campus. Most obvious are student government, fraternities, sororities, residence halls, other kinds of clubs, work study programs, the Student Activities Fund, and even the college's administration budget. Many of these have funds already set aside for community service activities. If your project cannot be funded in full from a single source, try several.

Before approaching sources of money off campus, contact the college development office. Its director may have a wealth of information, such as what organizations in the community can be tapped, foundations and other sources of funding, and techniques involved in writing a successful proposal. If your college does not have such an office on campus, the Dean's Office, President's Office, or Public Relations Office might be able to provide the necessary technical assistance. Individual faculty members who have received grants might also be willing to share information.

In searching for funds outside of the campus, consider approaching local businesses. This is an important source of revenue, especially since the businesses are part of the community they are being asked to support. Some universities receive a major part of their annual budgets from local businesses. And a number of volunteer programs report that local businesses donate services (free automobile maintenance, free time on an office machine) in addition to (or instead of) money. Local offices of national corporations and local foundations are also possible sources of funding.

Fund-raising

If money has to be raised from private sources, students should be identified to assume specific responsibility for the drive. For a student interested in business administration or public relations, the direction and supervision of a



fund-raising program can be a fascinating (and possibly a course-related) project. The techniques that can be used are limited only by the imaginations of those involved.

One group in New York runs an annual marathon on a local radio station. It operates 24 hours a day until its goal is met, and it uses a variety of gimmicks such as auction-by-air and match-a-grant games. Other groups use skip-a-lunch campaigns (proceeds donated to the project), theatre benefits, concerts and the like.

Some conduct raffles, art sales, bake sales and car washes. The students who run the fund-raising campaign have an important task, not only because the money itself is necessary, but also because their approach is a form of advertising the aims and accomplishments of the project. Serious thought should be given to the implicit and explicit appeal they use.

Project goals and institutional goals

There will always be minor conflicts between the campus and any ambitious volunteer project, but the atmosphere will be less threatening to all if a written "contract" is drawn up between the two sides delineating project and campus interaction. Your part should include a description of project goals, but it should allow for flexibility in project modification. The campus part should include any specific commitments it is making and any obligations you incur by accepting its support.

Volunteer programs develop best where students control their own activities and make decisions. Motivation and commitment are high and there is freedom for creative innovation. But this freedom can lead to confronting the institution itself on activities (or lack of them) that are perceived as adversly affecting the campus or the non-academic community around it. The threat that these confrontations present should be ameliorated by having a faculty advisor for the project and by a written agreement with the institution regarding project goals.

Developing job descriptions

In order to involve others in the project, you need to develop descriptions of the roles that volunteers can fill. See examples of job descriptions in Chapter 2 under "Determining What's Available." Additional information on preparing job descriptions is also available on request from NCSL.

Preparing the community for the project

Once you've developed the project work plan and job descriptions, an important part of organizing to carry out the project is informing relevant community groups and agencies about what's planned. You might convene a meeting of agencies needed to carry out the tasks, prospective recipients of the service and persons you think might be interested in volunteering (students or community people who may already have expressed interest in the project).[2] Include those you have asked to serve as your advisors on the project – both from the community and on campus.

The purpose of the meeting is to report results of the needs assessment, review and validate project purpose and approach, and involve people in next steps such as recruitment of volunteers. An agenda should include –

- Statement of purpose for the project.
- Basic outline of long-term and short-term objectives and the tasks that need to be worked on.
- What you think are appropriate roles and tasks for the volunteers.

Following your presentation, have a discussion, asking for suggestions on the objectives and details. Take a few minutes to discuss the kind of orientation and training that would be appropriate for volunteers. Discuss how many volunteers and clients you want to be involved in the project and the methods you will use for recruitment. Before you close the meeting, be sure that each person in attendance who wants to be involved has a followup task to perform, and that there is a due date for completion.

This meeting should clarify the purpose and objectives of the project, as well as the logical places to begin working. The basic planners, organizers and supporters of this project should now be aware of their roles and responsibilities.

Recruiting volunteers

Recruitment is an art. You have to explore every possibility and provide continuous visibility for a project. Too much publicity can be dangerous. If you push too hard, people will react negatively to the hard sell. The main objective is to develop a cumulative effect. Some students will respond immediately, but others may need to hear the message for a semester or more before taking action. It is more important that students become involved only when they are truly and fully motivated to do so. No one should be cajoled into volunteering. For this reason, it is best just to keep the message alive and wait for people to come to you.

Word-of-mouth is generally the first technique used to recruit volunteers for a project. Sometimes it is the only one needed. It is often more effective than posters or radio spots because no one can communicate enthusiasm more than the project planner in a one-to-one discussion. But as a project expands, more volunteers with different skills and backgrounds may be needed and word-of-mouth may have to be supplemented by other recruiting techniques.

Other coordinators are eager to share their ideas on how to recruit students. Here's a sampling of techniques from a variety of service-learning programs:

- Ask faculty to talk about your project in their classes. (Send a *personal* memo to professors in courses related to your project.)
- Place ads in the campus newspaper.
- Capitalize on the effectiveness of word-of-mouth. If you had previous volunteers, involve them in your recruiting efforts. Set up opportunities for them to talk about their experiences to groups of students. (Remember that volunteers are apt to work through a predictable cycle: immediately after their involvement they may have some negative feelings – "hard work," "depressing," "couldn't do what I really wanted to do," – but after time has passed for reflection, usually only a few weeks, the values of the experience shine through and they are eager to tell others how great it was!)
- Send letters to incoming freshmen.
- Send letters and booklets to all faculty advisors.
- Speak at events where students find out about campus activities.
- Contact all residence hall advisors during their week of training before the term begins.
- Send booklets on the project to sororities and fraternities.
- Place a flyer in new students' orientation packets.
- Speak in dorms during special program nights: take program booklets and activity sheets, but don't take applications at that time. Give students time to think it over and set up a time to get back to them later. You don't want impulsive volunteers.
- Prepare a slide-tape of students in service-learning workshops. Seeing students and clients helps prospective volunteers know what to expect.
- Generate newspaper articles on project activities.
- Prepare radio spots for campus station.[3]

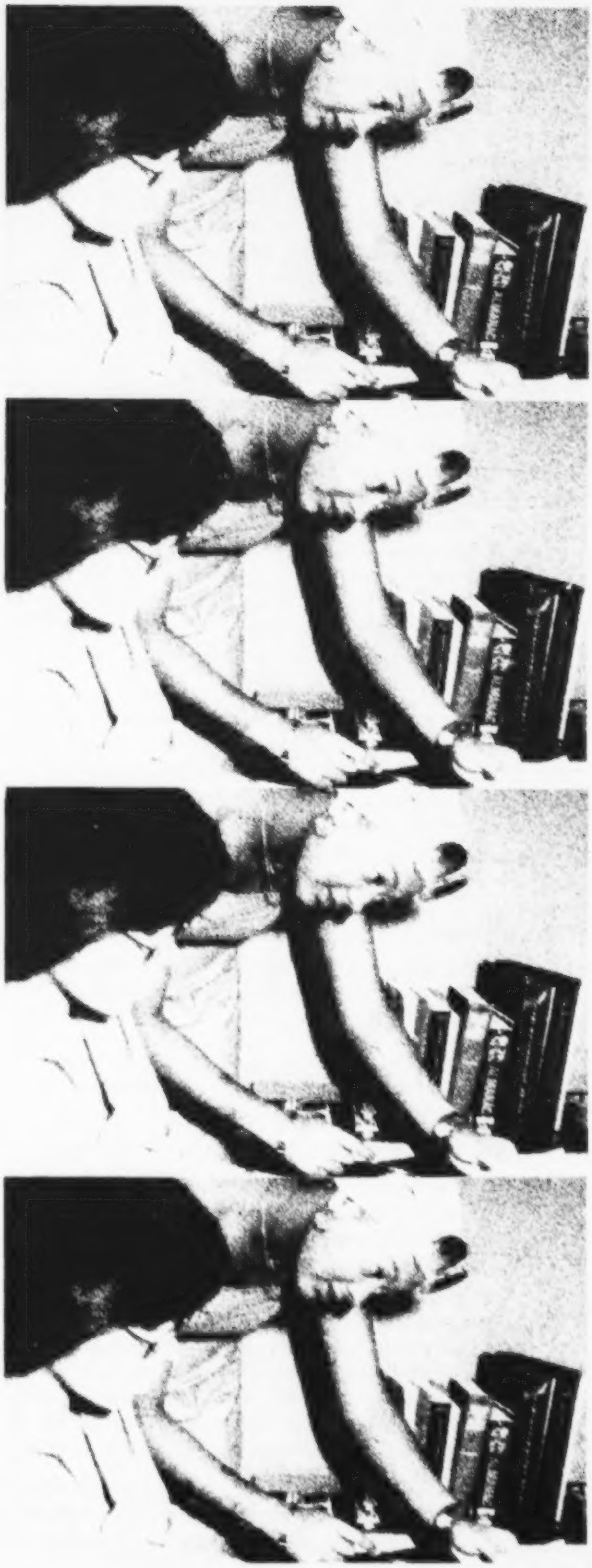
What you choose to do for recruitment will depend, of course, on how many volunteers you need and the makeup of your campus. If you need many volunteers, you may want to make a public service announcement on radio, television or in the newspaper. If, however, you would prefer to have fewer volunteers but that they be interested in and/or knowledgeable about a particular field (psychology, engineering, etc.) you can put a poster up in that department's office on campus. Remember that it is generally wise to have fewer, but more dedicated volunteers than to have many half-hearted volunteers – particularly when you're starting a project.

A fully developed recruitment program requires imagination, planning, time and a diversity of skills. It also requires a conviction on the part of those doing the work that their efforts are essential to the success of the whole project and that the project itself is very important. Without such conviction, recruitment can sound hollow.

Remember too, that any form of recruitment also advertises your project. For this reason, every appeal should be aimed not only at the volunteer, but also at the campus and the community you serve. Any recruitment campaign is an exercise in public relations (see relevant references listed in Appendix C).

Realistic expectations. When you write job descriptions, prepare recruiting materials or are speaking to potential volunteers, be realistic about the amount of time and preparation that will be required for the project. You don't want volunteers to join and then quit because they didn't have enough time (which is THE most common reason for quitting). When students show interest in becoming a volunteer, emphasize the importance of the commitment and remind them that they may have to volunteer even during exam periods. (It is strongly suggested, though, that you arrange to have the project postponed during school vacations.)

Orientation for new volunteers



Orientation should define the minimum commitment expected of each volunteer in terms of time and responsibility. It should give each person a clear idea of the job and thus improve the chances of its being done. And it should introduce the volunteers to the community in which they will work, thereby lessening the chances of their unwittingly alienating any of its members.

What you do by way of orientation depends on the volunteers and the nature of their work. What you basically want to do is prepare them for what they are going to be encountering and help them learn ways of benefitting from their experiences.[4]

Plan time to discuss the following points in an orientation session:

- Purpose, goals and structure of the project
- Their reasons for volunteering (see Chapter II for examples of self-assessment activities)
- Service-learning plans and agreements (see Chapter III)
- Skills and interests of all the volunteers so they will know whose help or advice to seek for special kinds of activities
- Daily journal and other recordkeeping needs of the project (see Chapter IV)
- Resources to assist volunteers - volunteer office, volunteer coordinators, etc.
- Profile of the clients served
- Outline of the general role of the volunteer in the agency or community
- How some particular roles might operate
- What might happen on the first day
- A chance to answer some questions
- A chance to meet other volunteers and staff

Provide plenty of question-answer time. You may also need an orientation to specific community agencies. Be sure to emphasize that advisors can be extremely helpful to the student volunteer.

In the orientation meeting you should settle such things as scheduling for volunteer hours, arranging transportation and establishing any basic rules that may be appropriate (e.g., confidentiality).

Be honest with the volunteers: the more they know about the placement, the better they will be able to deal effectively with it. Tell them how the project began, what steps were taken in its development and what your expectations are. Such frank discussion helps to establish an atmosphere of trust which is essential to any lasting positive commitment of a volunteer to the project.

You might consider scheduling a second orientation meeting in the community to give volunteers a first-hand view of where they will be working. Such a meeting also provides students with a chance to discuss questions and concerns formulated from the previous session. In some cases students may decide they are not interested in the project after the second orientation. They should be encouraged to drop out at this point rather than later on after the community is counting on them.

The questions raised during orientation are never fully answered until volunteers begin working in the field, but the experience can at least help them to prepare their responses. One inner-city project on the West Coast nearly floundered because its volunteers started out with the glamorous notion of being community activists. They assumed that all they had to do was "educate" the community, and suddenly its repressive economic structure would be reformed. This naive and condescending attitude was met with open hostility, and the project itself was saved only by the intervention of a community leader who recognized the problem in time and "educated" the students. A good orientation program could have eliminated this problem before it ever had the chance to appear.

Training

Every project benefits if volunteers are properly trained. The content of training sessions will vary, of course, from project to project, but they all should aim at providing the volunteer with the specific skills necessary for the job and to prepare volunteers to deal with situations they're likely to encounter in the field.[5] A court volunteer, for example, should be acquainted with what the job entails (how to help people fill out forms) and should also be told about the court process as a whole (who does what, when and how).

Take the following steps to design responsive training sessions:

1. Assess present knowledge and training needs of volunteers.
2. Define knowledge, skills and attitudes that need to be developed.
3. Set specific goals to describe what volunteers will be able to do after training.
4. Select activities and resources appropriate to the topic and need for which you are training.

Here's a sample worksheet that can help you plan the training:

Volunteer's Training Needs	**Skills, Knowledge, Attitudes to be Learned**	**Activities & Steps to be Presented**	**Materials Needed**	**Evaluation: How Will You Know If It Worked?**

Areas of instruction might include communication skills and listening skills. It is important to learn how to hear what a person is really saying – to recognize unspoken needs and hidden motives. Any project that involves meeting or talking with people – an inner-city tutoring project, companionship for the elderly, a crisis hotline – would benefit from such instruction. The material could be presented through lectures, discussions and readings, but it should include some practice sessions with simulated games and role playing.

Some training activities might focus on building effective working relationships between volunteer and supervisor. Activities might include helping volunteers (1) be able to state the kind of supervision they need, (2) articulate how they would like to structure their service-learning agreements, (3) assess their job strengths and developmental needs, and (4) develop a self-training plan which could lead to greater personal growth and project effectiveness. The overall goal of such a session would be more effective communication and teamwork between volunteers and supervisors and a more comprehensive analysis of the volunteers' learning needs.

Some programs set up problem-solving situations as part of training – how to handle a community disagreement, for example, or a child who is disruptive. Volunteers can act out responses they would make to such situations and discuss alternatives.

EXAMPLES OF PROBLEM-SOLVING SITUATIONS USED BY ONE PROJECT FOR TRAINING

1. Mrs. Combs is an elderly woman living alone. She has adult children but rarely receives visitors. She has no phone. What kind of services could you offer her as a community worker and how would you approach her?

2. Danny is 11 years old. He comes to your center every day. He has behavior problems. There have been many verbal fights between him and the other children. It seems no one can relate to him. Since you are *not* allowed to physically discipline children at the community center, how would you handle the problem considering the welfare of the other kids as well as Danny's emotional adjustment? Explain exactly what you would do and why.

3. There are two families in your community who are constantly quarreling. The arguments are between adults and children. When these arguments occur at the community center what would you do and why?

4. Tom and Joe are two teen-age boys from the community who come to the center in the late afternoons. They usually don't get involved in any of the center activities but rather try to cause disruption among the kids to gain attention. What would you do? Explain.

5. You have visited Mr. and Mrs. Smith two times and in the process, have learned that Mr. Smith has been unemployed for the past three months. It is obvious that the family is in financial need. How might you be of help to the Smith family?

6. Jamie is 8 years old. She is underweight and you suspect nutrition problems. What would you do and how?

7. The community of Beefhide has no recreation facilities. There are people in the community who seem interested in trying to work on this problem. How could you be of help to these people and what would you do?

8. Mr. Casebolt is 65 years old and overweight. He suffers from dizziness, headaches and loss of energy. However he rarely goes to a doctor. What would you do and why?

Your Role as a Leader

If you are coordinating or managing a service-learning project that involves other volunteers, you have the difficult role of being a peer and leader simultaneously. You will be gaining skill and experience in orienting, training, delegating, coordinating and evaluating, as well as supervising and motivating. You will be gaining experience as a manager, supervisor, arbiter, educator and program developer. These are all valuable leadership and organizational skills that can be applied in any career or field of work you choose. Let's take a brief look at each of these roles. You may want to make them part of your own service-learning agreement for this project.

You as manager/supervisor

Leadership requires concern for getting the job done *and* concern for the individuals in the group. Leadership style is based on personal beliefs and the assumptions that you as a leader make about others with whom you work:

- If you assume that your volunteers may slip up and slack off, you may find yourself setting down lots of rules, regulations and penalties for the volunteers.
- If you assume that your volunteers would like to enjoy and benefit from their work, you may provide freedom within guidelines, support for creativity and encouragement for initiative.

How you respond to any given leadership situation will probably fall somewhere on a continuum from X (lots of rules and regulations) to Y (lots of room for volunteer initiative), depending on how much you trust your volunteers and are willing to let them develop their own habits of leadership. Try to keep the supervision process flexible enough to allow your volunteers room to improvise; give them a chance to grow.

After you have planned and organized your project and determined what your volunteers should be doing, it's up to you to see that they do it well. You need to supervise them and when you find things right and wrong you need to tell them. How you do it can make a big difference.

Praise and criticism can be offered effectively or in nonproductive ways. Praise is generally *ineffective* when it is offered in a general way, when it has no real meaning, when it is unmerited, when it is sandwiched in between criticisms, or when it is used to get someone to do more. Praise can be *effective* when it is specific, analyzed, merited and used to recognize good work generally and consistently.

Criticism will generally tend to make behavior worse when it is presented using the pronoun "you," unanalyzed, without suggestions for improvement, in public, or only in the interest of the program. Criticism can improve behavior when it is presented from your point of view in a specific situation, in a way that analyzes the problem and its effect, along with guidance for improvement, in private, and in the person's own interest.

Effective supervision is closely linked with knowing what motivates people to become involved, make a commitment and work hard. Experience and research have shown that different factors motivate different people. Some people are motivated by opportunities for achievement, others by affiliation, and still others by power. Because individuals are differently motivated, your supervisory style needs to vary with individuals. Here are some examples of how your style might vary:[6]

1. **Achievement-oriented persons** will respond best to well-delegated, clearly articulated assignments. Your style should probably be direct, business-like and trusting of those persons to proceed on their own.
2. **Power-motivated persons** need clear-cut policy and procedural frameworks within which to operate. They want to know the "rules of the game" so they can play it well. Your management style should be one of the leader, showing strength and decisiveness.
3. **Affiliation-motivated persons** need both a leader and a friend. You don't want to be all business with such people, but genuinely friendly and supportive.

Recognition and reward are closely associated with motivation. People like to know their good efforts have been noticed and are appreciated. Once again, though, the rewards and recognition that work well for some people may not work for all. Achievement-oriented people may truly value more responsible work in recognition of a job well done. Power-motivated individuals may value the opportunity to train or supervise other volunteers, whereas the affiliation-oriented person may place high value on a certificate of appreciation.

These are just a few guidelines on motivation and effective supervision of people. As a supervisor, learning what kind of supervision works best for the different people involved in your project will mean you are taking important steps towards helping those individuals realize their own potential. There can be no better sign of an effective leader.

> *A leader is best when people barely know he exists.*
> *Of a good leader who talks little*
> *When his work is done, his aim is fulfilled,*
> *They will say, "We did this ourselves."*
> —*The Book of Tao*

You as arbiter

This might also be described as the communicator/facilitator role. You may frequently find yourself clarifying the project's purposes to the campus staff, other students, community groups and perhaps even service agencies or clients with whom you work. This role takes tact, a clear sense of what the project is all about and the ability to listen to the opinions or perspectives of others. Since the going will not always be easy, one of your best resources is probably a campus adviser who is committed to service-learning and can help you think through any difficult management situations.

Being a communicator and facilitator are important skills for a project coordinator. One coordinator described her role primarily as:

1. Being available to the volunteers.
2. Knowing the rules that have to be followed.
3. Opening up lines of communication between service agency staff, campus coordinators and faculty.

Another said, "I try to be available to other students as much as possible and to keep the lines of communication open between students and supervisors. My biggest problem is assuring everybody that I *can* help."

You as educator

If you are supervising others in your service-learning project, you are also an educator, as involved as any professor in the learning of those volunteers. You can help them explore the deepest reasons and sources for their actions and goals. All of you are embarking together on a pattern of service and learning that can become a way of life for each of you, in your own ways.

Talk to your volunteers about planning experiences for themselves that increasingly challenge their leadership skills or involve them in different kinds of projects. Look for ways to encourage them to move into different kinds of placements, to stretch in new ways. The following list illustrates the progression students might follow from their first involvement in service to the levels of project coordinator and program coordinator (managing more than one project).

These levels can be viewed as developmental, each one involving different degrees of experience. You and your volunteers will be involved at different levels in different situations. In fact, we encourage you to seek *new* situations that challenge you at beginning levels as well as at more experienced levels, and to encourage your volunteers to do the same. Direct service is one kind of involvement, social/community action another, and project management yet another. As with motivation, different kinds of involvement will appeal to different individuals at different stages in their own development and experience.

LEVELS OF INVOLVEMENT

Levels	Examples of Projects	Characteristics of Tasks	Typical Learning
Level I: Beginning	Supervised tutoring Research on well-defined topic	Work generally under supervision with well-defined tasks Limited opportunity for exercising judgment	Meeting schedules and commitments Recognition of importance of service Understanding of needs in the community
Level II: Intermediate	Interviewing Documenting case histories Using a skill such as bookkeeping for a community organization	Less direct supervision Some opportunity for independent judgment	Application of knowledge to a situation Confidence in own skills Increasing ability to define problems and locate resources to solve them Understanding situations from the point of view of community residents
Level III: Experienced	Counseling Organizing	Ability to make independent judgments Some supervisory responsibilities	Problem-solving skills Importance of initiative Learning how to help people help themselves Role of leadership Interpersonal and analytic skills
Level IV: Project Coordinator	Developing projects based on community needs	Administrative ability Substantial supervisory abilities Ability to make independent judgments about the application of policy	Skill in translating goals into reality Understanding relationships between individuals and institutions
Level V: Program Coordinator	Developing and administering service-learning program (more than one project)	High degree of leadership and management ability Ability to supervise other managers (project coordinators) Ability to engage in mutual goal-setting with directors of community organizations, institutional staff	Confidence in functioning autonomously Ability to inspire value of service in others

You as program developer

In setting up your project you have already engaged in typical program developer tasks – assessing needs, defining a service activity to meet needs, establishing how that activity can be put into action, and so forth. Now, as you manage and sustain the project, you will probably find yourself involved in tasks such as the following:

1. Writing a funding proposal
2. Doing fund raising
3. Analyzing evaluation data and accounting to others on how the project is going
4. Handling public relations
5. Developing human resources
6. Lobbying with various groups, from campus to state and local governments.

If you need assistance in accomplishing such tasks, look in your college catalog. There may be courses in public service administration that meet your needs, or professors with whom you can talk. Or ask your advisor about relevant workshops in the community that can provide you with leadership or organizational training (management workshops through the college, community college or service groups, for example).

Coordinating Ongoing Activities

After volunteers are trained and project activities are underway, your planning work is completed, but your maintenance work has only begun.

Staff meetings and feedback

All volunteers should be involved in making the decisions that affect them. You can accomplish this through frequent staff meetings. Students working on the same project or at the same agency should have the opportunity to meet together at least once every two weeks to discuss their work, share problems and evaluate their successes and failures. Resource people can be invited to act as group facilitators at these meetings, and community or agency personnel can be invited to provide specific information and share in the feedback process. Meetings can be held on campus or in the community. Most schools operating such discussion groups have found that alternating locations is successful.

These regular meetings give students the opportunity to share experiences with each other and with community people; they also provide the opportunity to discuss areas of concern that, if left unaddressed, might develop into unnecessary and unfounded ill feelings.

EXAMPLES:

At a staff meeting a student was about to announce her resignation when another volunteer discussed a problem he was having with a person he was tutoring. It was the same problem she was having with the person she was tutoring. The knowledge that she was not alone, that others were having similar difficulties, gave the volunteer the courage she needed to discuss solutions and to stay with the project.

At another of these regular meetings, a group of volunteers complained that they were not receiving adequate support and supervision from the agency they were working with. In the discussion, their agency supervisor revealed her frustration in feeling that the volunteers did not want her around all the time. Both parties were holding diametrically opposed views of the same situation. The problem was solved in a matter of minutes after both groups had the opportunity to share their feelings.

Keeping a record of the project

One of your management tasks will be to establish procedures for keeping the records needed to allow the project to demonstrate

- accountability for funds
- accountability to community sponsors
- accountablity to campus sponsors

The Service-Learning Educator: A Guide to Program Management has a section on recordkeeping (see Chapter 5 of that Guide). Additional guidelines can be found in *Synergist* articles.

Sustaining staff efforts

Eventually the novelty of any volunteer project will wear off. There will be periods of tensions, frustrations, setbacks and policy differences. Final exams, vacations, even national events will intervene. Student interests will change, and there will be a turnover in volunteers. It is, therefore, necessary that someone pay attention to the daily tasks necessary to sustain any volunteering effort.

As a student yourself, you may begin to feel the strain of coordinating the project, especially during examination periods and vacations. If your project is thriving and looks like a long-term effort, consider planning for a paid permanent coordinator instead of assuming the total responsibility for the program yourself or laying it in the hands of your planning committee. If this is not feasible or necessary for your project, at least select and train your successor from among the student volunteers. Have a "second-in-command" to coordinate the project as a back-up to you. Also consider if the project should be turned over to community people to direct – to leaders from among those being served, for example, or to a service agency.

Terminating the project

The aim of any volunteering effort should be the elimination of the need that occasioned it. If the need disappears, so should the project; however, any established system (including a volunteer project) tends to perpetuate itself. If the time comes to end a project, don't just drop it; that's wasteful and it hurts people's feelings. Instead, use your contacts and relationships to turn the project into something else. For example, a project begun to force slum landlords into complying with housing codes can turn into one to pressure stores and supermarkets not to overcharge at their inner-city branches.

You also may need to terminate projects due to lack of interest or support. This can happen, even to the best-intentioned efforts. Be philosophical about it; don't waste energy on fault-finding or finger-pointing. Thank those who have been involved, explain what's happening clearly to all participants, and go back to the drawing boards. Generate good will and you'll be paving the way for the next project.

Assessing the Success of Your Efforts

Evaluation should help projects fulfill their goals; it should also assess the work of each volunteer in light of those goals. Each project should have an individual who is in charge of collecting evaluation data. This might be you or you could delegate the responsibility, perhaps to a student volunteer studying research and evaluation techniques (who might gain credit for performing a service to the project).

Basically, there are three kinds of evaluation that should be planned for a service-learning project:

- Of the project management process itself - to keep you on your toes and be sure the project is proceeding according to plan
- Of the project's impact on the students involved, yourself included - assessing achievement of learning objectives
- Of the project's impact on the community - assessing achievement of service objectives

Logically, the need for evaluation evolves only after a volunteer or a project has been in operation for awhile; however, the time to devise your evaluation procedures should be at the very beginning. It is necessary to know before you start what objectives you have, and how and when you expect to reach them. Without such information, you will have nothing against which to measure the actual achievments of the project and of the service-learners.

There are **different audiences** for your evaluation data. A funding source may want to know facts and figures - how many community people you are serving, how many volunteers you have and so forth. Your advisor may want to know the number of students in your program. You will want to know how your program is benefitting the community and what the volunteers are getting from it (in other words, outcomes). Your evaluation should include a plan for collecting data for all these audience needs.

Evaluation is based on what the volunteer or agency has said they want to accomplish. It provides information on the areas that are producing the desired results and informs you of those areas which may need reconsideration, either in terms of time, planning and energy attributed to them, or in terms of their relevance as an objective. Ongoing evaluation will keep your planning in touch with the actual possibilities of the project.

Evaluations are made to determine the effectiveness of the project. They should, therefore, lead to improvements. If a tutor is not helping a child learn to read better or develop positively as an individual, the tutor should either be given help or shifted to another position. As for the project evaluation, it should provide you with needed information for deciding what to do in the future. If the project is reaching its goals, yet the need for it still exists, the positive evaluation should provide the encouragement (and possible additional funds) to continue. If the evaluation is negative, it should lead to a serious reassessment and possible termination of the project. Remember, if a project successfully achieves its goals and in the process eliminates the very need for itself, do not be afraid to close up shop and move on to some other project. You will have done your job well and should be commended.

For assistance in designing an evaluation, see *Evaluating Service-Learning Programs: A Guide for Program Coordinators*, available from ACTION/NCSL. Chapter 5 of *The Service-Learning Educator* also provides examples of several different evaluation forms, techniques and sets of questions. The following is one suggested set of questions. It assesses only the coordinator's perceptions of the project and, so, is not a complete evaluation in and of itself, but it can be a useful monitoring tool for you as the project moves along. There are more questions in this example than would usually be asked; however, we hope that the variety of questions will stimulate your thinking about the most appropriate ones for your situation and about the breadth of information that can be included in an evaluation plan.

Experience is not what happens to man.
It is what man does with what happens to him.
—*Aldous Huxley*

COORDINATOR'S EVALUATION

1. What is the purpose of your project?
2. List the objectives you set for your project at the beginning of the year. To what extent were they achieved and what changes would you now make?
3. What has been the effect of your project on the community?
4. Is someone else in the community doing the same thing? *Should* someone else be doing it instead (i.e., the community itself)?
5. What possible effects might the project be having that are not being considered?
6. What community needs have come to your attention through your work in your project? (Mention needs even if they don't relate directly to your project.)
7. How much contact does each volunteer have with the community (community advisors, families, children, elders)?
8. Who have been your community resource people?
9. Did you find them accessible and helpful? What role did they play? What role would you like them to play?
10. If you were working through an agency, how effective was the agency supervisor's performance?
11. How helpful was your faculty advisor to you in carrying out this project?
12. What feedback have you received from the community?
13. How many volunteers were in your project? How many people were served?
14. What was expected from your volunteers in terms of time commitment? Meetings? Responsibilities?
15. Do you feel you provided your volunteers enough orientation/training to do a good job?
16. What suggestions can you make for next year's orientation/training?
17. What forms of support were given to the volunteers after the training session? Do you feel the support was sufficient?
18. In what ways did you keep in touch with your volunteers?
19. Were the volunteers supportive of one another? How?
20. As a coordinator, what was the most difficult to deal with:
    a. Volunteer enthusiasm
    b. Working with coordinator (if applicable)
    c. Relations with program office
    d. Finding community support
    e. Academic linkages
    f. Other:

Endnotes

[1] Many articles, books and pamphlets are available to help volunteers coordinate and manage projects. We have touched only on some major functions of coordinators and we encourage you to learn more. One of your best resources for assistance, as we've noted periodically through the chapter, is ACTION's National Center for Service Learning. Many colleges and universities also prepare their own detailed handbooks for volunteers and project managers. We have seen and used several excellent examples in preparing this guide. You will find references to these in the Appendices that follow. You will also find service project ideas relating to various fields of study.

[2] For information on how to run a meeting, see *Planning by Objectives* (NCSL, 1980).

[3] For more ideas on recruitment, contact the National Center for Service-Learning.

[4] See "Helping Skills and Helping Skills Workbook," Steven J. Danish and Allen L. Hauer (New York: Behavioral Publications, 1973).

[5] See *Training Student Volunteers* (NCSL, 1973).

[6] Marlene Wilson, *The Effective Management of Volunteer Programs* (Boulder: Volunteer Management Associates, 1976): 53-54.

APPENDICES

REPRODUCIBLE FORMS

APPENDIX A

Organizations Supporting Service-Learning

The organizations listed below have materials or resources that are potentially of use to persons managing service-learning programs. Inclusion of these organizations in no way implies that NCSL/ACTION endorses their materials or favors them over other available materials.

1. ACTION/National Center for Service-Learning,
formerly National Student Volunteer Program (NSVP)
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
(Toll-free) 1-800-424-8580, extension 89

The National Center for Service-Learning supports service-learning through training and technical assistance and through the publication of materials designed to help practitioners implement service-learning. NCSL publishes *Synergist*, a journal appearing three times a year and containing up-to-date information on service-learning. All NCSL materials and services are available free of charge.

2. Council for the Advancement of Experiential Learning (CAEL)
American City Building
Suite 212
Columbia, MD 21044
(301) 997-3535

CAEL is an organization devoted to advancing the cause of experiential education in colleges and universities. CAEL offers a number of services to colleges and universities which join their organization; a number of publications are also available.

3. Association for Experiential Education (AEE)
Box 4625
Denver, CO 80204
(303) 837-8633

AEE is an international network of diverse individuals, schools and other education organizations which share a common interest in and commitment to experience-based teaching and learning. AEE publishes the *Journal of Experiential Education* and a newsletter, *Voyageur*, and sponsors a major conference each year.

4. National Information Center on Volunteerism
(NICOV)
P.O. Box 4179
Boulder, CO 80306
(303) 447-0492

NICOV offers training workshops and an extensive collection of materials, many of which are unavailable elsewhere, to member individuals and organizations.

5. VOLUNTEER: The National Center for Citizen Involvement (formerly National Center for Voluntary Action)
1214 16th Street, N.W.
Washington, D.C. 20036
(202) 467-5560

VOLUNTEER supports volunteer efforts of various kinds both in and out of colleges and universities, principally through materials it has developed. It publishes *Voluntary Action Leadership*, a journal devoted to up-to-date developments in the voluntary sector.

6. National Society for Internships and
Experiential Education
1735 Eye Street, N.W.
Suite 601
Washington, D.C. 20006
(202) 331-1516

This organization exists to support field experience education of various kinds, including the public service internship model. A newsletter, *Experiential Education*, is published bimonthly.

APPENDIX B

Project Ideas Related to Fields of Study

Accounting

- Work with community groups to investigate patterns of loan/credit discrimination against low-income persons.
- Instruct halfway house residents in the management of personal finances.
- Organize a fund-raising effort to support community mental health.
- Organize grassroots efforts to encourage the business community to provide jobs for unemployed youth.
- Develop a system to help low-income people prepare tax returns.
- Develop an accounting system for a food co-op.
- Organize an energy audit team to prepare cost estimates for improving the energy efficiency of homes in low-income areas.
- Help obtain financing for community improvement efforts.
- Establish a community credit union.

Agriculture

- Establish a community gardening project for retired people.
- Study nutritional needs/habits of a low-income community.
- Study cooperative food costs in stores serving low-income neighborhoods.
- Assist elderly with home canning and food preparation.
- Organize an emergency food program.
- Draft legislation to regulate quality of meals served in nursing homes.
- Assist Outreach Programs run by the county health division.
- Develop educational materials on sound dietary habits for pregnant women.

Anthropology

- Help people in halfway houses explore their "roots."
- Document the need for mental health care services on Indian reservations.
- Support the work of advocacy groups who are fighting the practice of labeling the cultural patterns of minority groups as "mental illness."
- Become involved in efforts to preserve the heritage of Native Americans.

Architecture

- Help elderly with home improvement.
- Survey senior citizen care facilities, comparing these to the standards set by local building codes.
- Design a community center.
- Organize retired carpenters to winterize homes of low-income persons.
- Plan the renovation of older homes for use as halfway houses.
- Design economically feasible energy saving plans for homes in poor neighborhoods.
- Assist energy/environmental groups to prepare cost and feasibility studies for solar recovery units.
- Investigate the need for improved housing (e.g., using community meetings, door-to-door canvassing, home visits).
- Find emergency and permanent housing for community members in need.

Biology

- Design a biological park as part of a community center.
- Conduct classes on "What's Happening to My Body" for retirees.
- Study medical and nutritional practices in senior citizen homes.
- Organize groups to lobby for adequate medical attention for low-income people.
- Bring pressure on the community zoo to make it accessible to handicapped persons.

- Design a system to help blind people experience zoos, parks.
- Assist neighborhood groups with non-contaminating pest control programs.

Business

- Organize workshops and informal meetings where those already in business show others how to start a business.
- Assist grassroots groups that advocate for rights of disadvantaged - help them establish bookkeeping and other fiscal procedures that meet their needs; help the groups consider the advantages and disadvantages of incorporating.
- Assist senior citizen facilities and nursing homes with an audit of their records.
- Make public agencies and private firms aware of the concerns of the community and the need for community members to act in advisory capacities to their boards of directors.
- Assist in establishing sound business procedures for a food co-op.
- Document practices of local businesses that discriminate against the poor; set up a mechanism for handling complaints.
- Organize a neighborhood credit union.
- Help poor people utilize sound financial planning practices.
- Sponsor workshops on fund raising and organize activities to generate resources (e.g., a clothes sale, a yard sale, a hot dog roast).
- Use contacts in government, business and in other local organizations to obtain funding and donations for community members (e.g., free use of facilities, transportation.
- Refer community members to groups that can provide technical assistance in organizing community business (e.g., the Small Business Administration).

Chemistry

- Assist in counseling of "substance-abusers."
- Publish information about dangers of alcohol, nicotine and other drugs in a community newsletter.
- Study the effects of artificial foods on emotional and mental states.
- Work with community mental health cooperatives to plan to meet nutrition needs.
- Develop rooftop vegetable gardens, community gardens, inexpensive methods of fertilization.
- Monitor levels of pollutants in local air and water; bring pressure on polluting industries to abide by regulations.

Computer Information Sciences

- Develop computerized learning modules for use by emotionally disturbed youngsters and adults.
- Create a data processing format and analysis service for nonprofit, community-based service agencies.
- Develop a community workshop on how to deal with computers: straightening out mistaken billings, removing names from mailing lists, etc.
- Help disadvantaged youth explore careers in computer sciences.

Economics

- Encourage business and industries to open job positions to persons who have been chronically unemployed.
- Form a consumer protection service: publicize its availability to people who need it most; train others to investigate complaints about auto repair, insurance, medical care, deceptive credit practices and deceptive advertising techniques.
- Work to encourage consideration of needs of low-income people in local/regional economic development plans.
- Produce materials to help low-income families institute sound financial planning practices.
- Arrange training for people so they can qualify for better jobs (e.g., workshops on language skills, job-seeking techniques and job-related skills).
- Arrange workshops for potential employers to familiarize them with the skills of community members and encourage them to hire community members.
- Serve as a work referral agent for teenagers and others who want work in the community (e.g., refer community members who need babysitters or gardeners to those teenagers who want work).

Education

- Arrange for retired persons and older persons to serve as learning resources for younger people.
- Work with local school board to develop educational programs appropriate to all community residents.
- Organize a program to provide needed educational experience to prison inmates.
- Tutor children with learning difficulties.
- Provide plant therapy, art therapy, exercise therapy in nursing homes.
- Work with high school students to develop a plan to clean up the high school, to remove graffiti and to stop vandalism.
- Establish a life skills program for adults.
- Organize a tutoring center.

- Set up role playing sessions that will train and prepare community members for situations they will encounter in applying for services at a community agency.
- Train community members to work with agencies (e.g., how to fill out forms, which people to contact, how to act, what information the agency will need).

Engineering

- Help increase the self-reliance of community cooperatives by building compost makers, solar energy panels or waste-recycling units.
- Develop devices for the crippled to help them achieve mobility.
- Design a typewriter for kids with cerebral palsy.
- Build a playground for the physically disabled.

English and Journalism

- Assist community groups with the preparation of a newsletter that publishes concerns and suggestions of community members.
- Utilize techniques of the folklorist to learn "folklore" of an area from longtime residents.
- Investigate forced retirement in your community and develop a series of news articles based on findings.
- Develop attractive, hard-hitting brochures for use with various kinds of outreach programs.
- Help the library increase its services to low-income, disadvantaged neighborhoods.
- Establish an alternative community magazine.
- Develop a "Guide to Access to Buildings" for the disabled.
- Establish an adult literacy project.
- Refer community members to public officials who can help them with their problems - this will involve compiling a directory of officials according to their areas of influence.
- Organize letter writing campaigns (including committees to write group letters to their political representatives).
- Assist community agencies with proposal writing.

Environmental Studies

- Investigate feasibility of developing solar heating for schools, community centers.
- Conduct survey of interior design needs of nursing homes.
- Document incidence of lead-paint poisoning in low-income neighborhoods.
- Document violation of environmental quality regulations by local industries.
- Bring information about needs of low-income community to the attention of local mass transit authorities.

Fine and Applied Arts

- Use art therapy techniques in tutoring the emotionally disturbed.
- Plan to display work of community residents in community buildings.
- Design attractive pamphlets containing nutritional information as part of health division's educational efforts.

Foreign Languages

- Use translation skills to help foreign language speaking community residents articulate needs.
- Work with local media to develop programs using foreign languages.
- Translate consumer information for speakers of foreign languages.
- Work as a bilingual aide in the public schools.
- Translate information concerning agency programs into languages or dialects common among community members.

Forestry and Horticulture

- Help community groups operate a vegetable garden on a previously vacant city lot.
- Organize "Outward Bound" experiences for emotionally disturbed city youth.
- Work through city parks bureau to involve residents of halfway houses in landscaping and maintaining parks and recreational areas.

Health and Recreation

- Plan illness prevention activities involving diet and exercise with community mental health center residents.
- Work with center staff to get funds from city parks and recreation department so activities can be provided for low-income emotionally disturbed youngsters.
- Investigate adequacy of medical care available to the mentally ill.
- Document need for dental care in low-income neighborhoods.
- Plan health and nutrition activities that can be used in Head Start programs.
- Organize a community health fair.
- Gather data on needs of youngsters for vaccinations.
- Identify major health problems in the community and plan a campaign to educate community members about these concerns (e.g., diabetes, lack of needed immunizations, malnutrition, high blood pressure, venereal disease).

- Help reorganize existing health programs to best meet the needs of community members (e.g., extend their hours in the evenings and on weekends, arrange for a mobile clinic to be at different locations on various days of the week).

History

- Document the history of a neighborhood or town using oral history techniques.
- Gather background on the history of treatment of low-income people in your city or state.
- Work with public organizations to establish displays that recognize the achievements and contributions of minorities and third world groups to the culture of the area.
- Develop and publish a cultural journal that reports on unique aspects of the community.
- Develop ways to help disadvantaged children understand their own background and ancestry.
- Set up workshops to inform community members about the history of an issue and possible strategies for resolving the issue, so that they will be better able to evaluate the opinions and actions of local government officials.

Law

- Conduct workshops to inform people of their rights and legal remedies for their grievances.
- Operate a legal assistance program for the disadvantaged.
- Counsel (advise) non-profit community organizations on matters of liability, property ownership, incorporation, dealing with harassment.
- Provide paralegal assistance to minors.
- Provide support for groups who seek to prevent outlawing community-based treatment facilities and halfway houses in residential areas.
- Conduct "Street Law Classes" to familiarize residents of correctional institutions with the legal system and with their rights.
- Organize victim assistance programs.
- Provide aids such as transportation, babysitting and emotional support to witnesses of crimes whose lives may be disrupted by the need to testify.
- Develop a program of tenant education through researching the housing code, rights and responsibilities of tenants and landlords. Make the information available to tenants and tenants' groups.
- Study laws and regulations relating to nursing homes and senior citizen facilities; help willing administrators with matters of compliance.
- Assist grassroots groups with development of model utility regulations. Advocate to keep utilities from discontinuing services to poor and older citizens.
- Set up a petition drive to show community support of a legal action.
- Organize tenants to confront landlords who are violating their housing rights.

Music

- Document local or indigenous folk music of an area.
- Develop music therapy programs for disabled children.
- Stage concerts or other musical performances at nursing and retirement homes.
- Work with local musicians to find ways to provide music lessons to low-income children who otherwise could not afford lessons.
- Raise funds to purchase instruments for low-income children.

Physics

- Develop devices that help persons with arthritis or rheumatism to do such things as open food cans.
- Gather data that support excluding poor and retired citizens from planned utility rate increases.
- Develop solar heating systems for installation in retirement homes.
- Work with community groups to check and repair the wiring in homes of older people.

Political Science

- Help disabled citizens travel to and from their polling places.
- Work with senior citizens' groups to lobby for legislation to meet older people's needs.
- Organize opposition to mandatory retirement policies in your college/university and in places of business in your community.
- Assist with the formation of neighborhood action groups: provide assistance to such groups as they make their needs known to appropriate governmental units.
- Organize an "awareness day" for community members during which activities are encouraged that promote a better understanding of community problems (e.g., ask community members to keep a record of what they learn during the day and publish the excerpts in a newsletter).

Psychology

- Provide counseling services to emotionally disturbed persons.
- Provide assistance to grassroots groups conducting research on the extent to which mental health care needs are being met in the community.

- Establish a crisis hotline.
- Assist with family counseling as part of a delinquency prevention program.
- Assist and provide counseling for battered wives, husbands and children.

Sociology

- Provide counseling services for alcoholics.
- Work with grassroots groups to increase community acceptance of halfway houses.
- Establish a refuge for battered wives, children.
- Work with a drug abuse clinic to counsel teenage drug users.
- Help recently released prisoners adjust to life through counseling, group meetings, problem solving.
- Establish a "clearinghouse" of volunteer services to direct clients to needed sources of assistance.
- Serve as a catalyst to establish pooling of resources with other community groups (e.g., share office space, staff, buses; present a united front when requesting or protesting city services).

APPENDIX C
Resources for Further Study

The purpose of this section is to provide an up-to-date, comprehensive guide to resources and literature that can be useful to service-learning programs. While the number of books and articles devoted exclusively to service-learning is not overwhelming, there are vast literatures on volunteerism and on experiential education. Much of it can be helpful for service-learning programs.

The material below is in four parts. The first part lists technical assistance materials available from the National Center for Service-Learning. Journals and newsletters in and related to service-learning are described in the second section. In the third section, selected books and articles are listed, along with short descriptions of how they might be of assistance in service-learning programs. This section is useful if you want to know more about the process of experiential learning and rationales for service-learning. The fourth section indexes a selection of *Synergist* articles and other publications by topics that are particularly relevant to initiating and managing a project (Chapter V in this guide).

Technical Assistance Materials

The National Center for Service-Learning (NCSL) publishes several technical assistance materials, available at no cost, including the following items:

It's Your Move. 1976. 51 pp. A basic guide written to assist community groups and agencies working with student volunteer programs.

Planning by Objectives. 1980. 70 pp. A planning manual designed to help people who work with student volunteers learn a system for effectively planning and implementing service-learning programs.

Training Student Volunteers. 1973. 103 pp. A training manual developed to help student volunteer coordinators and others plan and conduct training activities for students involved in community service programs.

Evaluating Service-Learning Programs. 1978. 65 pp. A guide for program coordinators to use in designing and implementing evaluations that will provide information on program activities and effectiveness.

High School Student Volunteers. 1972. 60 pp. A basic manual written to help secondary school officials conceive and implement service-learning programs.

High School Courses with Volunteer Components. 1974. 167 pp. Twelve case studies prepared to help high school faculty design courses in which community service activities complement classroom work.

Journals and Newsletters

Alternative Higher Education: The Journal of Nontraditional Studies. Published quarterly by Human Sciences Press. This journal is devoted to research and dissemination of information in nontraditional studies, experimental learning, continuing education, multi-media instruction, lifelong learning and outreach programs.

CAEL Newsletter. Issued six times a year by The Council for the Advancement of Experiential Learning. The newsletter carries notices of meetings, workshops, new publications and other services and events.

Career Education Quarterly. Published by the National Association for Career Education. This journal publishes articles describing tested and evaluated new approaches to career education.

Change: The Magazine of Learning. Published nine times a year by the Council on Learning. This magazine contains articles, reports and reviews dealing with innovation in higher education.

Experiential Education. Published bimonthly by The National Society for Internships and Experiental Education (formerly The Society for Field Experience Education/National Center for Public Service Internships). This newsletter, available to members only, contains information, announcements and short articles on items of interest to experiential educators.

Hands On: The Newsletter of Cultural Journalism. Published by The Foxfire Fund, Inc.

Journal of Cooperative Education. Published semiannually by The Cooperative Education Association, Drexel University. This journal is the principal source of articles on cooperative education topics.

Journal of Experiential Education. Published twice a year by the Association of Experiential Education. This new journal publishes articles on experiential education with a special emphasis on the practitioner.

Journal on Experiential Learning and Simulation. Published quarterly by Elsevier North-Holland, Inc. This new journal is concerned with research on the design, use and evaluation of experiential and simulation activities, with an emphasis on business and management.

New Directions for Experiential Learning. Published quarterly by Jossey-Bass, Inc. This is a "quarterly sourcebook" containing recent knowledge and designed to serve as a resource tool.

Synergist. Published in the spring, fall and winter by The National Center for Service-Learning (formerly NSVP). This journal is designed as a technical assistance resource for coordinators of secondary and post-secondary service-learning and student volunteer programs. Articles focus on sharing new ideas; providing technical advice on the design, management and evaluation of service-learning programs; and offering recognition to student volunteers for their efforts to solve poverty-related problems.

Voluntary Action Leadership. Published quarterly by VOLUNTEER: The National Center for Citizen Involvement. This journal publishes articles on all aspects of volunteerism and serves as a communications link among volunteer leaders.

Voyageur. Published quarterly by The Association for Experiential Education. This newsletter, available only to AEE members, contains informational notes, book reviews and other items of interest to members.

References and Further Readings

Althof, James. "Going Academic: Move Your Program into Service-Learning." *Synergist* 3,2 (Fall 1974). Discusses how volunteer coordinators can begin to work with faculty in postsecondary institutions.

Angus, Edward L. "Helping Students to Define Their Learning Goals." *Synergist* 5,2 (Fall 1976) Contains information that can help students working on service or other volunteer projects focus on learning goals.

Berte, Neal. ed. *Individualizing Education Through Contract Learning.* University, AL: University of Alabama Press, 1975. This collection of essays presents a variety of perspectives on contract learning and can be helpful in understanding uses of a service-learning agreement.

Brewer, Carolyn G. and Hagerty, Donald J. "Field Experience Learning and Higher Education." Davis, CA: Work-Learn and Career Development Center, University of California at Davis, 1976. Another good bibliography on experiential learning; not annotated, however.

Chickering, Arthur W. "Experience and Learning: An Introduction to Experiential Learning." *Change* Magazine Press, 1977. This pamphlet provides a very readable introduction to experiential learning.

Coleman, James S. "Differences Between Experiential Learning and Classroom Learning." In Keeton, *Experiential Learning.* San Francisco: Jossey-Bass, Inc., 1976. This chapter proposes the oft-cited distinction between experiential learning and assimilation of information.

Conrad, Dan and Hedin, Diane. "How to Learn from Nonclassroom Experiences." *Synergist* 4,3 (Winter 1976). Suggests learning objectives that can be derived from a range of community experiences.

Cross, K. Patricia. *Accent on Learning.* San Francisco: Jossey-Bass, Inc., 1976. This book shows how new information on teaching, learning and student development can be used to enhance learning on the part of both "new" and traditional students.

Duley, John, ed. *Implementing Field Experience Education.* New Directions for Higher Education #6. San Francisco: Jossey-Bass, Inc., 1974. This influential collection of essays explores the implementation of field experience education in various settings.

Duley, John and Gordon, Sheila. *College-Sponsored Experiential Learning: A CAEL Handbook.* Columbia, MD: Council for the Advancement of Experiential Learning, 1977. A useful guide for university/college staff and students interested in implementing experiential learning.

Eberly, Donald J. "Service Experience and Educational Growth." *Educational Record* 49 (Spring 1968): 197-205. A very early article asserting the learning value of providing service.

Ellis, Susan. "Volunteerism and Service-Learning: The 20th Century." *Synergist* 7,1 (Spring 1978). This article provides a useful historical perspective on the development of service-learning.

Flanagan, Joan. *The Grass-Roots Fund Raising Book.* Chicago: Swallow Press, 1977. Practical information for the project manager and the volunteer.

Forrest, Aubrey; Knapp, Joan; and Pendergrass, Judith. "Tools and Methods in Evaluation." In Keeton. *Experiential Learning.* San Francisco: Jossey-Bass, Inc., 1976. This chapter contains useful information about evaluation pertaining to any experiential activity.

Goodlad, Sinclair. *Education and Social Action*. New York: Barnes and Noble, 1975. This book offers a British perspective on the learning that comes about as a result of undertaking meaningful social action.

Graham, Richard A. "Voluntary Action and Experiential Education." *Journal of Voluntary Action Research* 2 (October 1973): 186-193. This article describes how voluntary action is related to experiential education. It is fundamental to an understanding of service-learning.

Greenleaf, Robert. "The Servant as Leader." Cambridge: Center for Applied Studies, 1970. This essay examines the idea that the best leaders are those who serve in such a way that those served grow healthier, wiser and more autonomous.

Greenleaf, Robert. *Servant Leadership*. New York: Paulist Press, 1977. This book explores Greenleaf's contention that great leaders are those who lead because of a desire to serve. The concepts of "service" and "leadership" are put into a fresh perspective that helps define the significance of service-learning.

Griesel, Elma. "Students as Advocates for Nursing Home Residents." *Synergist* 6,3 (Winter 1978). This article discusses how the need for advocacy can arise from a direct service situation.

Hedin, Diane and Conrad, Dan. "Testing the Claims for Service-Learning." *Synergist* 7,3 (Winter 1978). This article presents data gathered by the authors in support of claims made for the effectiveness of service-learning.

Hofer, Barbara. "Service-Learning and the Liberal Arts: Designing an Interdisciplinary Program." *Synergist* 6,2 (Fall 1977). This article argues the relevance of service-learning to a liberal arts education and provides ideas for a program merging the two concepts.

Hoffman, Richard L. "Encouraging Faculty to Invest Time in Service-Learning." *Synergist* 5,1 (Spring 1976). Practical advice for getting faculty involved with service-learning.

Hoose, Heather. *Service-Learning Internships: A Look at the Influences of Service-Learning on 56 Students*. Raleigh, N.C.: North Carolina Internship Office, 1974. Provides data confirming the value of service-learning for the students studied.

Keeton, Morris and Associates. *Experiential Learning: Rationale, Characteristics and Assessment*. San Francisco: Jossey-Bass, Inc., 1976. This volume has been extremely influential and contains perhaps the broadest view of experiential learning to have yet been offered.

Knowles, Malcolm. *The Modern Practice of Adult Education*. Chicago: Association Press, 1970. Knowles' concept of self-directed learning can be of substantial value to students engaged in service-learning.

Knowles, Malcolm. *Self-Directed Learning*. Chicago: Association Press, 1975. More practical information on designing and carrying out individual learning "contracts." An excellent reference book.

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Kohler, Mary and Dollar, Bruce. "Youth Service Work: An Antidote to Alienation." *The Center Magazine* (May/June 1976). This article shows how providing meaningful service in the community overcomes feelings of alienation in youth.

Kolb, David and Fry, Ronald. "Toward an Applied Theory of Experiential Learning." In *Theories of Group Processes*, pp. 33-57. Edited by Cary Cooper. New York: John Wiley and Sons, Inc., 1975. Kolb's theory of learning styles has been used by numerous service-learning educators to help students in the learning process.

Laramee, William A. "Educational Debriefing: A Learning Tool." *Synergist* 5,3 (Winter 1977). This article describes how to use debriefing as an assist to student learning.

Little, Tom. "Intellectual Passion." *Synergist* 8,1 (Spring 1979). This interesting article draws upon the philosophy of Michael Polanyi to derive a rationale for service-learning.

Mager, Robert. *Preparing Instructional Objectives*. Palo Alto: Fearon Press, 1962. A very well-written guide to the world of instructional objectives.

Martin, Warren Bryan, ed. *Redefining Service, Research and Teaching*. New Directions for Higher Education #18. San Francisco: Jossey-Bass, Inc., 1977. This collection of essays argues the need to return service to the list of important functions carried out by colleges and universities.

Nesbitt, Hadley. *College-Sponsored Experiential Learning – A CAEL Student Guide*. Columbia, MD: Council for the Advancement of Experiential Learning, 1977. Walks you through a process for planning and carrying out self-directed learning.

Nisbet, Robert. *Twilight of Authority*. New York: Oxford University Press, 1975. Discusses the decline of 20th

century American society and argues that one facet of a renewal would be found in a resurgence of local initiative and voluntary associations formed around common interests.

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Olson, David R. and Bruner, Jerome S. "Learning through Experience and Learning through Media." In *Media and Symbols – The Forms of Expression, Communication, and Education*, pp. 125-150. Edited by David R. Olson. 73rd Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1974. Though not directly related to service-learning, this chapter can help clarify the processes of learning through experience.

Peterson, Virgil. "Measuring the Impact on the Volunteer." *Synergist* 8,1 (Spring 1979). This article describes a number of ways to help the student volunteer measure learning.

Peterson, Virgil. "Volunteer and Student Value Development: Is There a Correlation?" *Synergist* 3,3 (Winter 1975). In this article it is asserted that performing service enhances value development in students.

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Sigmon, Robert. "Service-Learning: Three Principles." *Synergist* 8,1 (Spring 1979). The three principles are: those being served control the services provided; those being served become better able to serve and be served by their own action; those who serve are learners and have significant control over what is expected to be learned.

Stephenson, John B. and Sexton, Robert F. "Experiential Education and the Revitalization of the Liberal Arts." In *The Philosophy of the Curriculum: The Need for General Education*. Edited by Hook, *et al*. Buffalo: Prometheus Books, 1975. This chapter argues that experiential education has great potential for revitalizing liberal arts in colleges.

Stutz, Jane Porter and Knapp, Joan, eds. *Experiential Learning: An Annotated Literature Guide*. Columbia, MD: Council for the Advancement of Experiential Learning, 1977; and Supplement, 1978. This literature guide and supplement are the most thorough compilations of the literature of experiential learning.

Teaching and Assessing Interpersonal Competence: A CAEL Handbook. Columbia, MD: Council for the Advancement of Experiential Learning (CAEL), 1976. Provides tools and guidelines for teaching and assessing competence in dealing with others.

Vermilye, D. W., ed. *Relating Work and Education: Current Issues in Higher Education, 1977*. San Francisco: Jossey-Bass, Inc., 1977. This collection of essays explores a number of important issues that need to be faced by programs that relate education and work.

"What Is a Service-Learning Agreement?" *Synergist* 4,2 (Fall 1975). Describes and tells the reader how to use a service-learning agreement.

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Wilson, Marlene. *The Effective Management of Volunteer Programs*. Boulder: Volunteer Management Associates, 1976. This book contains a comprehensive discussion of how to manage volunteer programs effectively.

Witkin, H. A., Moore, C. A., *et al*. *Field Dependent and Field Independent Cognitive Styles and Their Educational Implications*. Princeton: Educational Testing Service, 1975. This book contains material that can help service-learning educators understand students' cognitive styles so that placements can be chosen which fit the predominant style.

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Resources on Initiating and Managing a Project

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"Recruiting." Quick Reference Sheet #2. Boulder, CO: National Information Center on Volunteerism (NICOV) (no date).

2. Screening and Placing Students

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Zahler, Nancy B. "Valuing: A Process for Helping Inexperienced Volunteers Find Placements." *Synergist* 6,2 (Fall 1977).

3. Orienting Students to Service-Learning

"Orientation and Training of Volunteers." Quick Reference Sheet #11. Boulder, CO: NICOV (no date).

Wernette, Timothy J. "What to Look for in a Volunteer Experience." *Synergist* 5,3 (Winter 1977).

4. Training Students/Community Organization Staff/Faculty

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"NSVP Advanced Curriculum for College Coordinators of Service-Learning Programs." Washington, D.C.: NSVP (no date).

"NSVP Curriculum for Community Agency Personnel." Washington, D.C.: NSVP (no date).

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"Training Tips: Designing an Effective Orientation Session." *Synergist* 2,3 (Winter 1974).

"Training Tips: Assessing Motives for Helping." *Synergist* 3,1 (Spring 1974).

"Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups." Research and Development Division, National Council of YMCAs, 1974.

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Miller, Thomas and Orser, G.R. *You Don't Know What You Got Until You Lose It: An Introduction to Accounting, Budgeting, and Tax Planning for Small, Non-profit, and Community Groups.* 2nd ed. Washington, D.C.: The Support Center/The Community Management Center, 1976.

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Rosenthal, Herbert. "Budgeting for Student Volunteer Groups." *Synergist* 4,2 (Fall 1975).

6. Providing Transportation

"Choosing and Maintaining a Commuting Bicycle." *Synergist* 3,3 (Winter 1975).

Sorum, Judy. "The Transportation Game." *Synergist* 1,2 (Fall 1972).

"A Volunteer's Transportation Alternative: The Bicycle." *Synergist* 3,3 (Winter 1975).

7. Providing Insurance for Students

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8. Developing Student Leadership

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9. Motivating and Rewarding Students

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North Central College (Illinois)
Northern Virginia Community College
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REPRODUCIBLE FORMS

SUMMARY OF SELF-ASSESSMENT FOR SERVICE-LEARNING

1. My reasons for wanting a service-learning experience: ______

2. Service settings that would suit me best: ______

3. Skills and interests I can offer: ______

4. Some things I'd like to learn: ______

5. The people I would like to serve: ______

6. The field of service I'm interested in: ______

7. The time I have available: ______

8. Limits to the geographical area in which I can serve: ______

Side one

SERVICE-LEARNING APPLICATION

Name *Date* *Telephone*

Address

Academic Major *College*

Academic Advisor (full name)

Graduation Date

Volunteer and Paid Employment History:

Job Title	*Activities*	*Name of Organization or Company*

Interests and Hobbies:

Skills you enjoy using:

Career Goals:

Campus References:

Name *Title, Dept.*

Name *Title, Dept.*

Continued

SERVICE-LEARNING APPLICATION (Continued)

____
Name

Are you volunteering to satisfy course and/or departmental requirements?

Yes ________ No ________

If yes, please explain: ______________________________

____

Service Preference (Check items in each category):

(A) *Schedule*
- ____ regular weekly assignment
- ____ regular monthly assignment
- ____ regular quarterly assignment
- ____ one-shot assignment(s)
- ____ other (specify)

(B) *Size*
- ____ small group work
- ____ large group work
- ____ individual work
- ____ other (specify)

(C) *Type of Involvement*
- ____ leadership responsibility/group
- ____ non-leadership responsibility/group
- ____ independent responsibility/project
- ____ other (specify)

Indicate when you would be available for volunteer work:

________ Fall ________ Winter ________ Spring ________ Summer

Estimated Hours Available:
(Mark blocks of time with an X)

	8 am	9	10	11	12	1 pm	2	3	4	5	6	Eve.
Mon												
Tues												
Wed												
Thurs												
Fri												
Sat												
Sun												

Would you consider placement outside your residence area? ______ Where? ______________________________

What organizations would you prefer to work with? ______________________________

____

Would you consider an assignment without pay? ______________________________

Do you have your own transportation?

Yes ________ No ________

Side one

SERVICE-LEARNING AGREEMENT

Project Information

Student's Name ____________________ *Telephone* ____________

Student's Address ____________________

Project/Community Organization ____________________ *Telephone* ____________

Project Address ____________________

General Purpose of Project ____________________

Job Title ____________________

Supervisor ____________________ *Telephone* ____________

Beginning date ____________ Hrs./Week ____________ Completion date ____________

Comments: ____________________

Service Objectives and Activities

Please describe below (a) the service objective you intend to pursue in this project (e.g., "Assist community residents to convince landlords to upgrade rental units"), (b) the methods you will use to achieve your objectives (e.g., "Research tenants' legal rights, available means of redress"), and (c) the evidence you will present to show you have achieved your objectives (e.g., "Documented improvements in residences OR brief case histories showing efforts that were made and the results").

Learning Objectives and Activities

Please describe below your learning objectives for this project (e.g., "Understanding the rights of tenants and available means of redress"), the methods you will use to achieve your learning objectives (e.g., "Research in libraries, interview lawyers, talk with community people and agency staff who have had success in the area"), and the evidence you will use to show you have achieved your objectives (e.g., "List of books read, records of interviews; as a final project, a paper summarizing project efforts, results and future recommendations").

Continued

Side two

Student

As a student committed to a service-learning component in my education, I agree to devote _______ hours per week for the time period _________ to _________ in the fulfillment of the service objectives described above to meet academic requirements of this service-learning experience.

____ _______
Name *Date*

Student Supervisor in Community Organization

As supervisor to _________________, I hereby agree to guide his/her work done under my direction (as outlined above), and to submit a final evaluation of the student's work.

____ _______
Name *Date*

Project Coordinator

I agree to monitor the progress of _________________, to assist the supervisor in any capacity pertaining to the student, (OPTIONAL): and to certify the student for _______ credits upon completion of requirements specified in the student's learning plan.

____ _______
Name *Date*

Faculty

I have examined _______________________'s learning plan (described above) and find it satisfactory. Upon my evaluation of ____ and other classroom requirements
(evidence student will submit to demonstrate achievement of objectives)
(if any), I will award _______ credits for the class ____________________________________.

____ _______
Name *Date*

WEEKLY MONITORING OF SERVICE-LEARNING OBJECTIVES

Service Objectives	Date	What have I accomplished this past week related to each objective?	How can I demonstrate this accomplishment?	What should I try to accomplish next week?
1.				
2.				
3.				
4.				
5.				
Learning Objectives				
1.				
2.				
3.				
4.				
5.				

SELF-ASSESSMENT OF SERVICE-LEARNING OBJECTIVES

List the objectives from your service-learning agreement and the evidence you will use for assessing achievement. Upon completion of the service project, assess how well you believe you have met each objective, based on the evidence.

		Personal Evaluation of the Evidence		
Service Objectives	**Evidence of Achievement**	**Exceeded my expectations**	**Satisfactory**	**I could have done better**
1.				
2.				
3.				
4.				
5.				
Learning Objectives				
1.				
2.				
3.				
4.				
5.				

STUDENT ACHIEVEMENT OF LEARNING OBJECTIVES

____________________ *Student Name*

____________________ *Project*

Summary of Learning Objectives (as recorded on Service-Learning Agreement):

Evidence of Achievement:

Comments:

Did the student receive credit?

_____ Yes ____________________ *(If yes, list course title and number of credits)*

_____ No

__________ *Date*

____________________ *Student's Signature*

____________________ *Advisor's Signature*

STUDENT EVALUATION OF PLACEMENT

Agency

Supervisor

Description of Service

Dates of Placement:

Started: ______________________ Ended: ______________________

Hours worked per week

Instructions:

1. Check the most appropriate box for the criteria given.
2. Keep your emotions separate from your observations of people and processes.

CRITERIA	RATINGS				
	Excellent	**Good**	**Average**	**Poor**	**Very Poor**
Placement resulted in an educationally meaningful experience.					
Expected duties and responsibilities were clearly defined.					
Sufficient training was provided to perform the work.					
Supervisor made valuable suggestions on ways to improve performance.					
Supervisor was available when I needed assistance.					
Willingness of other workers to give advice.					
Importance of the placement to the operation of the agency.					
Importance of the placement to needs of the community.					
Relevance of experience to career goals.					
Willingness of supervisor to listen to my ideas.					
Academic preparation for placement.					
Ability of faculty advisor to provide needed help.					
Ability of campus volunteer office to make needed arrangements.					
Overall rating of this placement.					

Comments or suggestions:

Student's signature

Date

PROJECT WORK PLAN

Project Name: ____________________

LONG-TERM OBJECTIVES	SHORT-TERM OBJECTIVES	TASKS	STAFF/ MATERIALS REQUIRED	COMPLETION DATE AND EVIDENCE OF COMPLETION